DOCUMENT RESUME

ED 150 909 HE 009 646

TITLE	The Clinic's Teaching Improvement Process: Working Materials.
INSTITUTION	Massachusetts Univ., Amherst. Clinic to Improve University Training.
PUB DATE	77
NOTE	108p.; Some pages may not reproduce well due to marginal legibility of original document
AVAILABLE FROM	Clinic to Improve University Teaching, University of Massachusetts, Amherst, Massachusetts 01002
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Bibliographies; *College Faculty; Consultants; Consultation Programs; *Faculty Development; *Faculty Evaluation; Higher Education; Resource Materials; *State Universities; *Teacher Improvement; Teaching Techniques

ABSTRACT

The clinic process might best be characterized as a systematic interchange between an outside observer (a teaching consultant) and a faculty client for the purpose of identifying and improving teaching strengths and weaknesses. This guide to the clinic process presents materials grouped according to the stage of the teaching improvement process in which they are used. The clinic process is used at a large number of postsecondary institutions, and has also been used with primary and secondary school instructors. A bibliography is included. (Author/MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED150909

The Clinic's Teaching Improvement Process: Working Materials

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Suzanne Wakeman
Editor

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND TO USERS OF THE ERIC SYSTEM.

The Clinic to Improve University Teaching

Preface

The Clinic to Improve University Teaching began in 1970 with the doctoral dissertation of Dr. Michael A. Melnik at the School of Education of the University of Massachusetts, Amherst. In 1972, the W. K. Kellogg Foundation awarded a three-year grant to Dr. Dwight W. Allen, then Dean of the School of Education, and Dr. Melnik to more fully develop this approach for use at the University of Massachusetts, Amherst, and other post-secondary institutions throughout the country. Following the initial grant (1972-1975), the Clinic program received additional funds to support further develpment and dissemination of the Clinic's approach to improve the quality of post-secondary teaching. This workbook was compiled to meet the requests of those interested in the various stages of the Clinic Process and materials necessary to use this approach with instructors at their respective institutions.

The Clinic Process is currently in use at a large number of post-secondary institutions in this country and abroad. It should be noted that this approach has also been used with primary and secondary school instructors. In both instances, modifications have been made in the Process to ensure its suitability for different educational levels and institutional settings.

The Clinic Process might best be characterized as a systematic interchange between an outside observer (Teaching Consultant) and a faculty client for the purposes of identifying and improving teaching strengths and weaknesses. These materials are grouped according to the stage of the teaching improvement process in which they are used. It should be noted that some of the materials were developed to provide information about the Clinic Process to clients, some for collecting and recording data about faculty members' courses and their teaching, some for record-keeping, and some to collect evaluative data from clients about their teaching consultant in the Clinic Process.

Additional information is available for those interested in further exploration of the Clinic Process, e.g., annual reports for each of the five years of the project, a workbook of definitions for each of the twenty Clinic teaching skills and behaviors, and articles and papers prepared by members of the Clinic staff.

TABLE OF CONTENTS

	Page
Preface	i
THE INITIAL INTERVIEW	1
A. A Letter Explaining the Enclosed Materials and Confirming an Appointment for the Initial Interview	2
B. An Outline of the Clinic's Teaching Improvement Process	3
C. A Description of the Teaching Improvement Process	4
D. A List of Teaching Skills and Behaviors: Definitions and TABS Items	6
E. A Copy of the Teaching Analysis by Students (TABS) Questionnaire	8
F. Instructor's Self-Assessment Form	9
G. Course Information Form	10
H. The Clinic Progress Report	11
I. A Schedule of Process Activities	20
J. Summary of Clinic's Course or Class Objectives and Assessment Procedures	21
DATA COLLECTION	22
K. Pre-Videotaping/Observation Information Form	23
L. Directions for TABS Administration	24
M. Instructor's Predictions of Students' Responses on TABS	25
N. Suggested Approaches to Classroom Observation	27

DATA ANALYSIS AND REVIEW 29

O. A Three-Staged Procedure for Data Analysis 30

P. Data Summary Sheets for Data Analysis by the Faculty Client
1. Reviewing the Videotape 41
2. Reviewing the TABS Questionnaire 42

Q. Suggestions for Planning the Data Review Session . . 43

R. A Sample of the Computer Print-Out of Combined TABS Results (Faculty's Self-Assessment and Predictions plus Student Responses) 46

S. Instructions for Reading the Computer Print-Out . . . 52

T. Questionnaire I 54

TEACHING IMPROVEMENT STRATEGIES 59

U. A Definition of Teaching Improvement Strategies . . 60

V. Examples of Suggested Strategies 63

W. A Bibliography of Useful Materials 68

DATA RECOLLECTION AND FINAL INTERVIEW 81

X. How To Develop a Modified Post-TABS 82

Y. Sample Modified Post-TABS 84

Z. How to Tabulate and Interpret Post-TABS Data 87

AA. Instructor Evaluation of Teaching Clinic: 89

APPENDIX 91

THE INITIAL INTERVIEW

After the faculty member has volunteered to participate in the Teaching Improvement Process, the Teaching Improvement Specialist sends the instructor a personal letter accompanied by some materials describing the Clinic process and some forms that s/he is asked to complete before the INITIAL INTERVIEW. This introductory package includes the following:

A. A letter explaining the enclosed materials and confirming an appointment for the Initial Interview (p. 2);

B. An outline of the Clinic's Teaching Improvement Process (p. 3);

C. A description of the Teaching Improvement Process (p. 4);

D. A list of Teaching Skills and Behaviors: Definitions and TABS Items (p. 6);

E. A copy of the Teaching Analysis By Students (TABS) questionnaire (p. 8);

F. Instructor's Self-Assessment form (p. 9);

G. Course Information form (p. 10).

During the INITIAL INTERVIEW, the teaching consultant attempts to establish a working relationship with the client, respond to questions about the Clinic Process, and collect information about the instructor's teaching, attitudes, students, needs, and objectives for working with the Process. The faculty member is asked to select one course with which s/he would like to work and details, objectives, and materials for that course are collected. Finally, dates are set for future activities, such as the videotaping and the administration of the TABS.

The task of record keeping must also begin at this point. Utilized for this purpose are one or more of the following:

H. The Clinic Progress Report (p. 11);

I. A Schedule of Process Activities (p. 20);

J. Summary of Client's Course or Class Objectives and Assessment Procedures (p. 21).

A.

The Commonwealth of Massachusetts

University of Massachusetts

Amherst 01002

March 10, 1974

Prof. Paul Adams
Dept. of Anthropology
100 Machmer Hall
Campus

Dear Professor Adams:

I have enclosed some materials for you to look over before our meeting next Wednesday. I think that it would be helpful if you read through "An Introduction to the Clinic to Improve University Teaching" and "Teaching Skills and Behaviors: Definitions and TABS Items" before our meeting. Then I can answer any questions you might have about the Clinic, our procedures, and our materials at that time.

Aside from getting acquainted and answering your questions about our program, I would like to spend time during our meeting finding out about your course and your teaching. Toward that end, would you please fill out the enclosed "Course Information Form" [and the "Faculty Self-Assessment"] before our meeting. If possible, I would also like to see any other materials which may help me understand your course and its goals. These might include a course syllabus, bibliography, copies of quizzes, exams, or assignments, etc.

I look forward to seeing you, then, on Wednesday, March 20th, in your office at 11:00. Please call me at 5-2820 if you have any questions before that time.

Sincerely,

Glenn R. Erickson
Clinic to Improve
University Teaching

GRE/cms

OUTLINE OF THE CLINIC'S TEACHING IMPROVEMENT PROCESS

I. Initial Interview

II. Data Collection
- A. Syllabus and Course Materials
- B. Classroom Observation
- C. Teaching Analysis By Students (TABS) Questionnaire
  1. Student responses on TABS
  2. Faculty's self-assessment on TABS
  3. Faculty's prediction of student responses on TABS
- D. Videotaped Sample of Teaching
- E. Summary of Initial Interview Information

III. Data Analysis
- A. By Faculty Member
- B. By Teaching Improvement Specialist

IV. Data Review Session ("Localization")
- A. Teaching Strengths Identified
- B. Teaching Problems Identified

V. Teaching Improvement Strategies
- A. Teaching Tips
- B. Training Materials
- C. Classroom Implementation Strategies
- D. Monitoring Strategies

VI. Final Interview
- A. Data Re-collection
  1. Classroom observation
  2. Post-TABS-student responses
  3. Videotaped sample of teaching
- B. Final Data Review and Evaluation

C.

A TEACHING IMPROVEMENT PROCESS

Since 1971, the Clinic to Improve University Teaching has been developing, testing, and continuously revising a systematic process for teaching improvement that is based on the needs of individual faculty participants. This process involves the identification of specific instructional strengths and problem areas through the collection of information from a variety of sources and the consultation services of a trained Teaching Improvement Specialist. After deciding on which teaching strength to expand or which problem to attack, the Teaching Improvement Specialist and the faculty member work together to devise and implement a variety of teaching improvement strategies. Following the implementation of these strategies by the faculty member, the Teaching Improvement Specialist aids in the recollection of data and the assessment of improvement efforts.

The process begins with an initial interview in which the Teaching Improvement Specialist responds to questions concerning the improvement process and collects information about the faculty member's own classes, objectives, and interests. Additional data is collected using classroom observation, videotape, a student questionnaire (TABS*) on which the students assess the amount of improvement needed for specific skills, the self-assessment and prediction of responses on the same questionnaire by the faculty member, and the examination of course syllabi, examinations and/or assignments. The data collection portion of the process will generally take 45 to 90 minutes of the faculty member's time and about 20 minutes of class time.

After the results of the student questionnaire, the faculty member's own self-assessment and his/her prediction of student responses have been processed and printed by the computer, the Teaching Improvement Specialist and the faculty member meet to compare the various data sources and to analyze the comparison in a joint effort to identify the instructor's specific instructional strengths and relative weaknesses. Together they decide which of these skills will provide the best foci for the improvement strategy phase of the process. This data review and negotiation process will usually involve 60 to 90 minutes of the instructor's time outside of class.

The faculty member then has available an assortment of teaching improvement options. The Teaching Improvement Specialist serves as a facilitator in the selection and design of these options by drawing from an existing bank of tested improvement strategies or by helping the faculty member to develop strategies and materials as they are needed. Strategies range from simple experimentation within the classroom with easily undertaken teaching techniques experienced teachers have found useful or that research has suggested lead to more effective teaching, to training through microteaching, to the repeated use of practice-observation-critique cycles.

Training strategies are generally used in conjunction with monitoring procedures--ways of collecting information about the use of the strategy and its effect on the classroom. Examples include various types of student questionnaires and tests of learning, the use of videotape or audiotape, the conducting of interviews with students or significant others, and classroom observation and feedback by the Teaching Improvement Specialist. Improvement strategies, whether training or monitoring, vary substantially in the amounts of time that they demand of faculty members. The time spent on improvement strategies is always negotiated, but usually will range from five to fifteen hours.

In the case where the entire department is the client rather than an individual faculty member, the improvement strategy phase of the improvement process is undertaken on a group basis. Data collected from the individuals involved in the project is synthesized in order to determine suggested foci for the strategies. Negotiations with the faculty participants as a group are utilized to determine the exact nature and design of this portion of the process.

After a significant period of implementation of devised strategies, data is again recollected in order to assess the efforts of the faculty member and the Teaching Improvement Specialist. This will ordinarily take up another 20 minutes of class time and 60 to 75 minutes of instructor time. Students are asked to look closely at their instructor's teaching skills for evidence of improvement while the faculty member assesses his/her own improvement in the performance of those instructional skills targeted during the data review session. During a wrap-up interview, the instructor is asked to provide a written and oral critique of the Clinic process, the improvement strategies utilized, and the helpfulness of the Teaching Improvement Specialist.

D.

CLINIC TO IMPROVE UNIVERSITY TEACHING

Teaching Skills and Behaviors: Definitions and TABS Items

The first thirty-eight items on the TABS questionnaire were generated by members of the Clinic staff to provide information on twenty teaching skills extracted from a review of (1) published literature in the field of teaching; (2) inductive studies of effective teaching; and (3) research in the area of higher education. These twenty skills are not meant to be either exhaustive or comprehensive. Instead, they should be considered as take off points for the discussion of both individual teaching performance and the broader issues of teaching and learning.

1. Establishing a Learning Set: the instructor's ability to clarify, communicate and arouse interest in learning objectives. (TABS items 1, 2 and 3)
2. Evaluation: the instructor's skill in specifying criteria for the assessment of learning, in designing, testing and grading procedures which are consistent with course objectives, and in providing adequate feedback to students about their progress in achieving course objectives. (TABS items, 4, 19, 20 and 21)
3. Management: the instructor's skill in performing those organizational and administrative tasks which allow instruction to proceed smoothly. (TABS item 27)
4. Elaboration: the instructor's skill in clarifying or developing an idea or topic. (TABS item 9)
5. Logical Organization: the instructor's skill in arranging and presenting course content and learning activities so that students understand the relationships between the various objectives, topics, issues, activities, etc. included in the course. (TABS items 5, 6 and 7)
6. Responding to Questions: the instructor's ability to answer questions concisely and clearly. (TABS item 13)
7. Closure: the instructor's ability to provide for the integration of major points at the conclusion of class sessions or units of work in order to assist students in the synthesis of new material. (TABS items 17 and 18)
8. Pacing: the instructor's skill in adjusting the rate at which material is covered in order to maximize student comprehension. (TABS item 8)
9. Asking Questions: the instructor's ability to use different types of questions for a variety of instructional purposes, for example, to check for comprehension, to increase student participation, to assist students in developing critical thinking skills, etc. (TABS items 11 and 12)
10. Expression: the instructor's skills in using verbal (voice tone, inflection, pitch, emphasis) and nonverbal (facial expressions, gestures, body movements) behaviors to increase the power and meaning of his/her communication. (TABS item 10)

11. Student Participation: the instructor's skill in facilitating student involvement in class discussions both with the instructor and among themselves. (TABS items 14, 15 and 16)
12. Interpersonal Relations: the instructor's ability to relate to students in ways which promote mutual respect. (TABS item 31)
13. Flexibility: the instructor's ability to recognize and deal with the differing interests and abilities among students both in and out of class. (TABS items 28 and 30)
14. Enthusiasm: the instructor's abilities to conduct and direct learning activities in such a way as to stimulate interest in course content and activities. (TABS item 33)
15. Variety: the instructor's skill at selecting and using an appropriate variety of teaching methods and materials. (TABS items 24 and 25)
16. Creativity: the instructor's ability to combine methods and materials in new and unusual ways. (TABS item 26)
17. Level of Challenge: the instructor's skills in selecting and using course objectives, content and activities which challenge students' abilities without being too difficult. (TABS items 22, 23 and 29)
18. Learning Environment: the instructor's ability to create and maintain an atmosphere conducive to student involvement and achievement. (TABS item 32)
19. Relevancy: the instructor's ability to establish a frame of reference for course materials and to encourage students in methods of intellectual inquiry. (TABS items 34, 35 and 36)
20. Value Context: the instructor's ability to explore value issues inherent in his/her selection, application, and/or interpretation of subject matter and to assist students in the exploration of their own values and the implications of those values for their personal and professional conduct. (TABS items 37 and 38)

Teaching Analysis By Students

[TABS]

The Clinic to Improve University Teaching is working with instructors to improve the quality of teaching which they offer to their students. The Clinic is designed to help instructors identify and effectively use their particular teaching strengths, to isolate their specific teaching problems, and to develop improvement strategies directed at these problems.

In order to identify these strengths and problems, we are collecting information about teaching in this course by discussing course objectives and teaching patterns with your instructor, by observing and video-taping some classes, and by asking for student opinions about performance on some specific teaching skills and behaviors. The information will be used to obtain a clearer understanding of specific teaching strengths and weaknesses so that your instructor can work toward improvement. Thus, your responses will be of most value to your instructor if they are thoughtful and honest. Your cooperation will be very much appreciated.

© Clinic to Improve University Teaching 1974

Section I—Teaching Skills and Behaviors

In this questionnaire there are some statements concerning a variety of specific teaching skills and behaviors. Please read each statement carefully and then indicate the extent to which you feel your instructor needs improvement. Respond to each statement by selecting one of the following:

1. No improvement is needed
   (very good or excellent performance)
2. Little improvement is needed
   (generally good performance)
3. Improvement is needed
   (generally mediocre performance)
4. Considerable improvement is needed
   (generally poor performance)
5. Not a necessary skill or behavior for this course

Please make your decisions about the degree of improvement needed on the basis of what you think would be best for this particular course and your learning style. Try to consider each statement separately, rather than let your overall feelings about the instructor determine all the responses.

1. The instructor's explanation of *course* objectives
2. The instructor's explanation of the objectives for each class session and learning activity
3. The instructor's ability to arouse my interest when introducing an instructional activity
4. The instructor's explanation of the work expected from each student
5. The instructor's ability to maintain a clear relationship between the course content and the course objectives
6. The instructor's skill in clarifying the relationships among the various topics treated in the course
7. The instructor's skill in making clear the distinction between major and minor topics
8. The instructor's skill in adjusting the rate at which new ideas are covered so that the material can be followed and understood
9. The instructor's ability to clarify material which needs elaboration
10. The instructor's speaking skills
11. The instructor's ability to ask easily understood questions
12. The instructor's ability to ask thought-provoking questions
13. The instructor's ability to answer questions clearly and concisely
14. The instructor's overall effectiveness as a discussion leader
15. The instructor's ability to get students to participate in class discussions
16. The instructor's skill in facilitating discussions *among students* as opposed to discussions only between the instructor and students
17. The instructor's ability to wrap things up before moving on to a new topic
18. The instructor's ability to tie things together at the end of a class
19. The instructor's explanation of precisely how my performance is to be evaluated
20. The instructor's ability to design evaluation procedures which are consistent with course objectives
21. The instructor's performance in periodically informing me of my progress

22. The instructor's selection of materials and activities which are thought-provoking
23. The instructor's ability to select materials and activities which are not too difficult
24. The instructor's provision of *variety* in materials and activities
25. The instructor's ability to use a variety of teaching techniques
26. The instructor's demonstration of creativity in teaching methods
27. The instructor's management of day-to-day administrative details
28. The instructor's flexibility in offering options for individual students
29. The instructor's ability to take appropriate action when students appear to be bored
30. The instructor's availability for personal consultation
31. The instructor's ability to relate to people in ways which promote mutual respect
32. The instructor's maintenance of an atmosphere which actively encourages learning
33. The instructor's ability to inspire excitement or interest in the content of the course
34. The instructor's ability to relate the subject matter to other academic disciplines and real world situations
35. The instructor's willingness to explore a variety of points of view
36. The instructor's ability to get students to challenge points of view raised in the course
37. The instructor's performance in helping me to explore the relationship between my personal values and the course content
38. The instructor's performance in making me aware of value issues within the subject matter

Section II—Other Information

Please mark the appropriate response for each of the following items beside the correct statement number on the answer sheet.

39. Class:
    (1) freshman
    (2) sophomore
    (3) junior
    (4) senior
    (5) graduate student
40. Sex:
    (1) male
    (2) female
41. Grade point average:
    (1) less than 1.50 (lowest)
    (2) 1.50-2.49
    (3) 2.50-2.99
    (4) 3.00-3.49
    (5) 3.50-4.00 (highest)
42. In terms of the directions my life is taking, this course is:
    (1) relevant
    (2) somewhat relevant
    (3) irrelevant
    (4) I am unsure

43. In this course I am learning:
    (1) a great deal
    (2) a fair amount
    (3) very little
    (4) I am unsure

44. As a result of this course, my attitude toward the instructor is:
    (1) becoming more positive
    (2) becoming more negative
    (3) unchanged

45. As a consequence of participating in this course, my attitude toward the subject matter is:
    (1) becoming more positive
    (2) becoming more negative
    (3) unchanged

46. I would prefer that this course:
    (1) become more structured or organized
    (2) become less structured or organized
    (3) maintain about the present level of structure

47. Which of the following descriptions of student learning styles most nearly approximates your own? (Choose only one.)
    (1) I like to think for myself, work alone, and focus on learning personally relevant content.
    (2) I prefer highly structured courses and will focus on learning what is required.
    (3) I try to get the "most out of classes," and like sharing my ideas with others and getting involved in class activities.
    (4) I am competitive, concerned about getting good grades, and try to learn material so that I can perform better than others.
    (5) I am generally turned off as a student, uninterested in class activities, and don't care to work with teachers or other students.

48. About how much time and effort have you put into this course compared to other courses of equal credit?
    (1) much more
    (2) somewhat more
    (3) about the same amount
    (4) somewhat less
    (5) much less

49. Generally, how valuable have you found the assigned readings in terms of their contribution to your learning in this course?
    (1) very valuable
    (2) fairly valuable
    (3) not very valuable
    (4) there have been no assigned readings

50. Overall, I would rate this course as:
    (1) excellent
    (2) good
    (3) mediocre
    (4) poor

F.

Instructor's Self-Assessment

Instructor's Name_____ Date_____

Please read the instructions for "SectionI--Teaching Skills and Behaviors" on page 2 of the Teaching Analysis by Students (TABS). Then circle the response which reflects your judgment about your own performance of each teaching skill or behavior.

1.	1	2	3	4	5	21.	1	2	3	4	5
2.	1	2	3	4	5	22.	1	2	3	4	5
3.	1	2	3	4	5	23.	1	2	3	4	5
4.	1	2	3	4	5	24.	1	2	3	4	5
5.	1	2	3	4	5	25.	1	2	3	4	5
6.	1	2	3	4	5	26.	1	2	3	4	5
7.	1	2	3	4	5	27.	1	2	3	4	5
8.	1	2	3	4	5	28.	1	2	3	4	5
9.	1	2	3	4	5	29.	1	2	3	4	5
10.	1	2	3	4	5	30.	1	2	3	4	5
11.	1	2	3	4	5	31.	1	2	3	4	5
12.	1	2	3	4	5	32.	1	2	3	4	5
13.	1	2	3	4	5	33.	1	2	3	4	5
14.	1	2	3	4	5	34.	1	2	3	4	5
15.	1	2	3	4	5	35.	1	2	3	4	5
16.	1	2	3	4	5	36.	1	2	3	4	5
17.	1	2	3	4	5	37.	1	2	3	4	5
18.	1	2	3	4	5	38.	1	2	3	4	5
19.	1	2	3	4	5						
20.	1	2	3	4	5	50.	1	2	3	4	

G.

Course Information Form

Faculty Member's Name _____ Academic Rank _____

Campus Address _____ Campus Phone _____

Permission to Call at Home? YES ___ NO ___ Home Phone _____

Course Title _____

Course Number _____ Department _____

Number of Students Enrolled _____ Approximate Number of:

Freshmen _____ Sophomores _____ Juniors _____ Seniors _____ Graduates _____

Course Meeting Time _____ Place _____

Grading: A through F _____ Pass/Fail _____

On what basis are grades assigned? _____ _____

_____

_____

How is course structured (i.e. one lecture and two labs per week, three discussion groups per week, one seminar per week, etc.)

_____

_____

_____

Course materials: please enclose any materials available - syllabus, reading list, assignments, handouts, quizzes or examinations, etc.

_____

_____

Generally, what are the goals of this course (use back of page if necessary)?

B. Please describe any difficulties which arose during the data collection stage.

_____

_____

_____

SECTION IV

Data Review ("Localization")

A. How much time did you spend analyzing and organizing the data before you were prepared for localization?_____

B. What data was reviewed by your client before the localization session(s)?

_____

C. How many localization sessions did you have with your client?_____
On what dates?_____ How long did each last?_____

Localization Report

Data Summary - a rank ordered list of teaching strengths and weaknesses; evidence of them and objectives negotiated with client to improve weaknesses. Evidence should be drawn from the teaching consultant analysis of all available data (initial interview, course materials, course information, TABS printout, VTR, classroom observations, teaching consultant's judgment and any other source).

1. Teaching Strengths — Evidence

2. Teaching Weaknesses (check off [X] those items agreed upon by client and teaching consultant for improvement work)	Evidence	Objectives (observable change to be expected on items)

SECTION V

Teaching Improvement Strategies

A. Description of the problem (please be as specific and behavioral as possible):

B. Statement of change objectives:

C. Description of each intervention strategy, assessment procedures, and results: (please include dates of application and date collection):

Intervention strategy:

Assessment procedures:

Summary of results:

SECTION VI

Data Re-collection, Final Interview, and Evaluation

A. Please indicate which data re-collection procedures were used, when, and the amount of your time which each required.

Procedures	Date	Time Consumed
Classroom Observation	_____	_____
Video Tape	_____	_____
Post-TABS-Faculty's Self-Assessment	_____	_____
Post-TABS-Class	_____	_____
Others (please specify)		
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. Please describe any difficulties which arose during the data re-collection stage.

_____

_____

_____

C. How much time did you spend analyzing and organizing the data before you were prepared for the final interview? _____

D. When did you have your final interview? _____ How long did it last? _____

E. What arrangements or commitments have been made for future ties between the client and the Clinic? _____

_____

F. Please describe both positive and negative changes in your client's teaching performance which have occurred as a result of working with the Clinic's teaching improvement process and summarize any evidence of change. This information would be useful if a summary letter is requested by the client.

Change in teaching performance:

Evidence:

Change in teaching performance:

Evidence:

Change in teaching performance:

Evidence:

Change in teaching performance:

Evidence:

Change in teaching performance:

Evidence:

G. Summary letter requested? yes___no___
If yes, please attach a copy.

H. Feedback from client
Questionnaire I handed out _____ Received _____
Questionnaire II handed out_____ Received _____

SCHEDULE OF PROCESS ACTIVITIES -20- I.
DR. BUG
FALL

		Minutes
10-9-75	Telephone contact	5
10-10-75	Information distributed: TABS, assessment, description	15
10-14-75	Initial interview	30
10-16-75	Observation 12:10 - 1:10	60
10-20-75	Videotape and TABS	60
	preparation of equipment and materials	15
10-23-75	Phone call to set up video viewing	3
10-27-25	Picked up computer printout and delivered it with explanation	20
10-28-75	Data analysis: videotape viewing and TABS, observation	60
10-28-75	Data review session with client (He wanted to focus on major/less major points, rate, evaluation, and thought provoking questions.)	30
10-30-75	Data review session continued	60
	Discussion of 4 possible strategies for change.	
11-3-75	Implementation of Improvement Strategy #1 (I met with him before class to discuss the questions he had planned for the session)	10
	Observation for monitoring use	50
	Post conference	5
11-4-75	Phone call to check on trial two of strategy	5
11-6-75	Pre-class meeting	10
	Observation Improvement Strategy #2	50
	Post conference	5
11-19-75	Phone call to plan next use of questioning strategy	3
11-20-75	Meeting to review strategy trials and plan for next strategy	45
11-24-75	Improvement Strategy on Evaluation: design of questionnaire	30
11-24-75	Observation of laboratory	60
	Discussion of possible strategies to produce student activity	15
12-8-75	Videotape and Post-TABS	60
12-19-75	Preparation for final interview	45
12-19-75	Final interview	90
	TOTAL	841
		14 hours

Summary of Client's Course or Class
Objectives and Assessment Procedures

Instructor's name: _____

Title of course: _____

Date, if for single class: _____

Anticipated learning outcome:

Instructional strategy:

Assessment procedure:

Anticipated learning outcome:

Instructional strategy:

Assessment procedure:

Anticipated learning outcome:

Instructional strategy:

Assessment procedure:

DATA COLLECTION

Some information about the faculty member's teaching performance has already been gathered during the Initial Interview, on the TABS self-assessment form (F), and through examination of various course materials. Further data is collected through any or all of the following sources: classroom observation, a videotaped segment of classroom teaching, student results on the TABS questionnaire, and faculty's prediction of student responses on the TABS. New materials used by the teaching consultant during the DATA COLLECTION phase of the Process include:

K. Pre-Videotaping/Observation Information form (p. 23);

L. Directions for TABS Administration (p. 24);

M. Instructor's Predictions of Students' Responses on TABS (p. 25);

N. Suggested Approaches to Classroom Observation (p. 27).

K.

Pre-Videotaping/Observation Information

Instructor's Name_____ Date of Class_____

1. Generally, what do you hope students will get out of this particular class?

2. How will class be conducted so that students will achieve those goals?

3. How will you decide whether or not you have been successful?

4. What have students been asked to do to prepare for this class?

5. What do you expect students to be doing during the class?

6. What was done in earlier classes to lead up to this one?

7. Is there anything in particular which I (the teaching improvement specialist) should focus on during this class?

*To be filled out by the Teaching Improvement Specialist or the faculty client.

L.

Direction for TABS Administration

I. Before handing out any TABS materials, tell students the following in your own style:

A. They are being asked to complete a questionnaire because their instructor has volunteered to participate in a teaching improvement process developed by the Clinic to Improve University Teaching.

B. Their instructor is involved in that process because he/she is genuinely interested in discovering how his/her teaching is perceived by others and in improving his/her teaching skills.

C. Impress students with the need for honesty--they can help their instructor improve only if they are completely honest and straightforward in expressing their feelings about their instructor's teaching.

II. Then, give each student: (1) a digatek answer sheet, and (2) a soft lead pencil. (Note: do not hand out the TABS yet.)

When each student has the necessary materials, say:

PLEASE WRITE IN THE NAME OF YOUR INSTRUCTOR WHERE IT SAYS INSTRUCTOR'S NAME.

PLEASE MARK IN THE CORRECT MONTH, DAY, AND YEAR (tell them what it is) WHERE IT SAYS DATE IN THE LOWER RIGHT-HAND CORNER.

III. Distribute TABS Questionnaire and say:

NOW LET'S TURN TO THE TOP OF THE FIRST INSIDE PAGE WHERE IT SAYS "SECTION 1 - TEACHING SKILLS AND BEHAVIORS," (show) AND GO THROUGH THE DIRECTIONS TOGETHER. (Read through the directions carefully.)

After you read through the five choices, emphasize that there is no choice #six and so they should not mark that choice on the answer sheet. DO YOU HAVE ANY QUESTIONS? (If so, respond briefly and politely.)

WHEN YOU HAVE RESPONDED TO ALL 50 QUESTIONS, PLEASE KEEP YOUR ANSWER SHEET, PENCIL, AND THE QUESTIONNAIRE UNTIL I COLLECT THEM.

PLEASE BEGIN, AND THANK YOU FOR YOUR COOPERATION.

Instructor's Predictions of Students' Responses on TABS

Instructor's Name _____ Date _____

Number of students completing TABS (please count) _____

As you read each of the first 38 TABS items, carefully estimate how many of your students will respond in each of the categories. Then write in the number of predicted responses in the appropriate column for each item. Note that the first column combines responses 1 and 2; responses 3 and 4 are combined in the second column; and the third column is for response category 5.

	(1) No improvement needed, or (2) Little improvement needed	(3) Improvement needed, or (4) Considerable improvement needed	(5) Not a necessary skill or behavior
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			

	(1 or 2)	(3 or 4)	(5)
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			
33.			
34.			
35.			
36.			
37.			
38.			

SECTION II:

42. 1 or 2_____; 3_____; 4_____

43. 1 or 2_____; 3_____; 4_____

44. 1_____; 2_____; 3_____

45. 1_____; 2_____; 3_____

46. 1_____; 2_____; 3_____

47. 1_____; 2_____; 3_____; 4_____; 5_____

48. 1 or 2_____; 3_____; 4 or 5_____

49. 1 or 2_____; 3_____; 4_____

50. 1 or 2_____; 3_____; 4_____

N.

SUGGESTED APPROACHES TO CLASSROOM OBSERVATION

The classroom observation of teaching is an highly flexible yet essential component of the data collection phase of the Clinic Process. As an observer in the classroom, the Teaching Improvement Specialist is in the position to collect information on the following:

(1) the teaching skills, methods and materials utilized by the instructor,
(2) the students,
(3) the patterns of interaction between the instructor and the students as well as those among the students themselves, and
(4) the physical environment.

Several additional types of information can also be collected. If the Teaching Improvement Specialist has spoken with the instructor beforehand about his/her plans and objectives for the session, the teaching consultant can observe the translation of those plans into actions. By talking with students informally before or after class, the teaching consultant can probe student expectations and attitudes concerning the course. Finally, observation can provide the opportunity for the teaching consultant to become more familiar with the subject matter being taught by the instructor.

Numerous formats are available for the collection of observation data. Mirrors for Behavior by Simon and Boyer (1970) lists ninety-two systematic observational instruments. Those systems which have been used most frequently in the Clinic Process include Flander's Interaction Analysis, the Stanford Appraisal Guide, Madeline Hunter's Teaching Appraisal Instrument, and the notation of critical incidents. Teaching Improvement Specialists are encouraged to select or design a systematic instrument or approach that best suits the parameters and objectives of the classroom situation.

A. Simon and E. G. Boyer (Eds.), Mirrors for Behavior: An Anthology of Classroom Observation Instruments. Vols. 1 and 2. Philadelphia: Research for Better Schools, 1970.

Barak Rosenshine and Norma Furst, "The Use of Direct Observation to Study Teaching." In Second Handbook of Research on Teaching, edited by R. Travers. Chicago: Rand McNally and Co., 1973, pp. 122-183.

SOME GUIDELINES FOR CLASSROOM OBSERVATIONS

1. Record as much of what is said and done as is possible. Record comments verbatim. Attempt to "recreate the class" or complete episodes in the class (e.g. you might record the "set" carefully, if that was a teaching concern.)

2. Write your impressions or questions about the teaching in the margins or in parentheses (if you record them at all). Separate them from objective data.

3. Describe non-verbal behavior, "teacher is looking at clock every three minutes" is preferable to "teacher appears anxious to get out." or "Student is staring out window 9-9:15 AM" rather than "student seems bored."

4. Professor should expect that you will be writing data in class. Your notes should be reviewable by or made available to teacher if he or she requests.

5. Every ten minutes or so note the time in the margin so that you can put class structure in context. Professor should understand that you will consult your watch or clock occasionally and your reasons for doing so.

6. Diagrams of teacher/pupil positions and interactions can be helpful (for illustrating verbal participation/interactional patterns.)

7. It's wise to stay through an entire class session. If you walk out mid-way it can be disconcerting to the professor (particularly if the lesson is going poorly). If you must leave, make sure the professor knows beforehand.

8. During the observation, position yourself to be minimally distracting to students and to have another vantage point of students from that of the professor (unless he requests otherwise).

9. As a rule, don't intervene in the teaching in any manner during the observation. As exception, only intervene by explicit prior agreement with the professor, and in a manner that seems mutually agreeable and appropriate.

—Mary Deane Sorcinelli

DATA ANALYSIS AND DATA REVIEW ("Localization")

Following the collection of data, the teaching consultant must systematically analyze that data for evidence of significant teaching strengths and weaknesses. Strategies for DATA ANALYSIS vary, but the three-stage process included here has been widely used by persons just beginning to work as Teaching Improvement Specialists. During the DATA ANALYSIS stage the teaching consultant will also need to determine whether the collection of additional data is necessary (student interviews, additional classroom observations, etc.).

Meanwhile, the faculty client is given an opportunity to review, independently, a computer print-out of the TABS results and the videotape of his or her teaching.

This analysis is followed by one or more DATA REVIEW sessions during which the teaching consultant and the instructor explore the client's perceptions of the data, agree upon teaching strengths and areas of concern, negotiate the focus of improvement strategy work, and discuss at least one initial strategy to be undertaken. The following materials are useful in analyzing and reviewing the data collected:

O. A three-staged procedure for Data Analysis (p. 30);

P. Data summary sheets for Data Analysis by the faculty client (p. 41);
   1. Reviewing the Videotape
   2. Reviewing the TABS Questionnaire

Q. Suggestions for Planning the Data Review Session (p. 43);

R. A sample of the computer print-out of combined TABS results (Faculty's self-assessment and predictions plus student responses) (p. 46);

S. Instructions for READING THE COMPUTER PRINT-OUT (p. 52).

After the completion of the data review session(s), the faculty client is asked to complete the first of two questionnaires designed to evaluate the work of the teaching consultant and the progress of his/her work with the Clinic Process:

T. Questionnaire I. (p. 54).

DATA ANALYSIS

Stage 1

INTRODUCTION:

In this first stage of Data Analysis, you are asked to examine each data source separately and to identify the teaching strengths, weaknesses, and unnecessary skills suggested by individual data sources.

To reach this goal, you will be asked to accomplish the following objectives:

1. On the worksheet labeled "Teaching Strengths," you will be able to list

   a) the teaching skills which the instructor believes are his/her stronger skills;
   b) the teaching skills which you as Teaching Improvement Specialist believe are the instructor's stronger skills;
   c) the teaching skills which students believe are the instructor's stronger skills.

2. On the worksheet labeled "Teaching Weaknesses," you will be able to list

   a) the teaching skills which the instructor believes are his/her weaker skills;
   b) the teaching skills which you as Teaching Improvement Specialist believe are the instructor's weaker skills;
   c) the teaching skills which students believe are the instructor's weaker skills.

3. On the worksheet labeled "Unnecessary Skills," you will be able to list

   a) the teaching skills which the instructor believes are not necessary;
   b) the teaching skills which you as Teaching Improvement Specialist believe are not necessary;
   c) the teaching skills which students believe are not necessary.

The written directions which accompany the three worksheets are meant to help you examine each data source in a thorough and systematic fashion and to suggest the sorts of things you might consider.

DIRECTIONS FOR COMPLETING WORKSHEETS

The following outline suggests a step-by-step procedure for completing each of the three worksheets which are included in this packet.

1. List the teaching skills/behaviors which you as Teaching Improvement Specialist believe are the instructor's teaching strengths, weaknesses, and unnecessary skills on the appropriate worksheet under the columns labeled "Teaching Improvement Specialist's Assessment."

   a) Review your records of the Initial Interview and your classroom observation and view the videotape. (Ignore the TABS data for this part of your analysis.)

   b) List the skills/behaviors which you think are the instructor's teaching strengths, weaknesses, and unnecessary skills.

      This initial assessment should be regarded as tentative. As you work through later stages of Data Analysis and consider information from other sources, you may well revise this assessment. However, you provide a different perspective than the instructor or students provide and are an important source of information about the instructor's teaching. Thus, your initial reactions after the Initial Interview, the classroom observation, and the videotape review are important.

   c) Under each skill or behavior you've listed, record the information obtained in the Initial Interview, the classroom observation, or the videotape which has led you to identify--tentatively--these skills/behaviors as strengths, weaknesses, or unnecessary skills.

      This initial assessment is often impressionistic and intuitive, but it is useful to try to trace your impressions and intuitions to the behaviors--students' and instructor's--which have produced them.

The following sample illustrates the sorts of things you might record at this step of Data Analysis:

TEACHING STRENGTHS

Teaching Improvement Specialist's Assessment	
1. ASKING QUESTIONS Initial Interview: instructor said he liked to teach through questions and spends considerable time planning the questions he will ask in class. Classroom Observation: used open-ended questions to introduce topics; often responds to students by asking probing or redirecting questions. (see notes) Videotape: first 5 minutes show instructor asking Application Level question followed by several probing and redirecting questions designed to extend thought at same level or move thought to higher levels. (Repeated near middle of tape)	

NOW COMPLETE STEP 1 OF THIS STAGE OF THE DATA ANALYSIS.

2. List the teaching skills or behaviors which the instructor has indicated are strengths, weaknesses, or unnecessary skills on the appropriate worksheet under the columns marked "Instructor's Assessment."

   a) Record any comments or questions made by the instructor during the Initial Interview which might reflect his/her perceptions or intuitions about performance of the various skills and behaviors.

      This data might include the instructor's identification of specific problems or concerns, reports of successful teaching methods or classroom experiences, requests to focus upon particular skills, to investigate particular areas, or to ignore certain skills, etc.

   b) Record the TABS items which the instructor identified as strengths, weaknesses, and unnecessary skills on the Self-Assessment.

      The goal here is to identify the skills which the instructor believes are especially strong or especially weak within the context provided by his/her overall self-assessment. Thus, it's often useful to look at extremes in the Self-Assessment (categories 1 and 4).

The following sample illustrates the sorts of things you might record at this step of Data Analysis:

TEACHING WEAKNESSES

	INSTRUCTOR'S ASSESSMENT	
	1. EVALUATION Initial Interview: instructor said students had complained that exams were unfair--doesn't know why. Self-Assessment: instructor marked category 4 on all Evaluation items (19, 20, 21) 2. INTERPERSONAL RELATIONS Initial Interview: instructor said that students had told him he was "too businesslike." Self-Assessment: instructor marked category 3 on TABS item 31	

NOW COMPLETE STEP 2 OF THIS STAGE OF DATA ANALYSIS.

3. List the teaching skills/behaviors which students have indicated are relative strengths, weaknesses, or unnecessary skills in the instructor's teaching on the appropriate worksheets under the columns marked "Students' Assessment."

   a) Decide upon a procedure which will enable you to determine which skills and behaviors students perceive as stronger than others, which they perceive as relatively weaker, and which they perceive as unnecessary for that particular course.

      Some possible procedures are suggested below:

      (i) Before showing the data to the instructor, ask the instructor to suggest the criteria for making these decisions. The instructor might suggest the following criteria, for example:

relative strength =	skill or item for which 75% of the students respond in category 1
relative weakness =	skill or item for which 25% of the students respond in categories 3 and/or 4
unnecessary skill =	skill or item for which 50% of the students respond in category 5

      (ii) After a preliminary review of the data, the Teaching Improvement Specialist arbitrarily decides upon the criteria for making these decisions. For example:

relative strength =	skill/item for which 100% of the students respond in categories 1 and/or 2
relative weakness =	skill/item for which 20% of the students respond in categories 3 and/or 4
unnecessary skill =	skill/item for which 90% of the students respond in category 5.

      (iii) The Teaching Improvement Specialist reviews the TABS data to determine how most students have responded on most items and then look for variations from that "norm." For example, the teaching consultant finds that the distribution of students' responses to most items looks something like this:

	1	2	3	4	5
	30%	60%	5%	5%	0%

      Then:

	1	2	3	4	5
relative strength =	75%	15%	5%	5%	0%

	1	2	3	4	5
relative weakness =	0%	90%	5%	5%	0%

The percentages used as criteria in the above examples are arbitrary and you will find that you'll need to vary these criteria from instructor to instructor. The goal is to identify those skills/behaviors which students perceive as exceptionally strong, relatively weak, and unnecessary. With this in mind, you are encouraged to experiment and to find a procedure which is useful and efficient for you.

NOW COMPLETE STEP 3 OF THIS STAGE OF THE DATA ANALYSIS.

DATA
ANALYSIS
Stage 1

TEACHING STRENGTHS

Teaching Improvement Specialist's Assessment	Instructor's Assessment	Students' Assessment

DATA ANALYSIS
Stage 1

TEACHING WEAKNESSES

Teaching Improvement Specialist's Assessment	Instructor's Assessment	Students' Assessment

DATA ANALYSIS
Stage 1

UNNECESSARY SKILLS

Teaching Improvement Specialist's Assessment	Instructor's Assessment	Students' Assessment

DATA ANALYSIS

Stage 2

INTRODUCTION:

During the second stage of Data Analysis, you are asked to compare the information provided by the instructor and by students in response to the TABS. Hopefully, these comparisons will enable you to locate areas of agreement and disagreement in this data and to generate a list of questions or issues which you may wish to discuss with the instructor during later stages of the Clinic's process.

To reach these goals, you will be asked to accomplish the following objectives:

1. Compare the instructor's predictions of students' responses to students' actual responses on TABS items in order to

   a) determine whether the instructor has predicted students' responses accurately or inaccurately;

   b) identify and note issues you might raise or topics you might discuss with the instructor on the basis of this data.

2. Compare the instructor's Self-Assessment to students' actual responses on TABS items in order to

   a) identify areas of agreement and disagreement in these assessments of the instructor's stronger skills, weaker skills, and unnecessary skills;

   b) identify and note issues you might raise or topics you might discuss with the instructor on the basis of this data.

DIRECTIONS FOR COMPLETING STAGE 2 OF THE DATA ANALYSIS

1. Compare the instructor's predictions of students' responses to students' actual responses on TABS items (the first section of the computer print-out).

   a) Determine whether the instructor has predicted students' responses accurately or inaccurately.

      At best, these comparisons will be rough. There is frequently a tendency for instructors to over-estimate the number of students who respond in categories 3 and 4 and to under-estimate the number of students who respond in categories 1 and 2. Thus, it is often useful to look for gross discrepancies in this data.

   b) Identify and note issues you might raise or topics you might discuss with the instructor on the basis of this data.

      One of the most important functions which this data serves is to provide the teaching consultant with entries into discussions with the instructor. There are any number of discussions which these comparisons might generate.

      Taken as a whole, these comparisons may enable you and the instructor to determine the instructor's awareness of how students are responding to his/her instruction and to discuss the implications which this awareness has for his/her teaching behavior.

      If the instructor accurately predicts that students are satisfied with his/her performance of specific skills or behaviors, this information may provide reassurance and reinforcement to the instructor. If the instructor accurately predicts that students are dissatisfied with his/her performance, this data may strengthen motivation for improvement.

      If the instructor predicts students' responses inaccurately, you may want to explore where his/her perceptions of students' responses are coming from; i.e., what information or feedback led the instructor to believe that students were satisfied, dissatisfied, or unconcerned about this skill? This discussion might lead you to consider ways in which the instructor might obtain more reliable data about how students are responding to instruction.

      While these examples do not exhaust the possible topics of discussion, they suggest the sorts of discussions to which these comparisons may lead.

2. Compare the instructor's Self-Assessment to students' actual responses on TABS items. (See the summary section of the print-out. The instructor's Self-Assessment on each item is indicated by the asterisk.)

a) Identify areas of agreement and disagreement in these assessments of the instructor's teaching performance.

b) Identify and note issues you might raise or topics you might discuss with the instructor on the basis of this data.

As with the comparisons you made in Step 1 of this Data Analysis stage, the comparisons of the instructor's Self-Assessment to students' actual responses on TABS items provide entries into fruitful discussions of a variety of topics or issues.

Taken as a whole, these comparisons may make you and the instructor aware of congruencies and discrepancies between the ways in which the instructor sees his/her performance and the ways in which students see his/her performance.

Looking at specific items, agreement between the instructor and students may provide stronger evidence that a particular skill is a strength, a weakness, or an unnecessary skill. This information may help you and the instructor determine directions for improvement efforts.

Disagreement between the instructor and students may lead you to consider and discuss a number of questions:

-- Was the instructor aware that his/her Self-Assessment is inconsistent with students' assessments? (The instructor's predictions of students' responses may answer this question.)

-- If the instructor was aware of this discrepancy, what led him/her to respond in this way? Does the instructor, for instance, believe students are not sensitive or sophisticated enough to assess performance of this particular skill?

-- What standards was the instructor using in assessing his/her own performance? Are these different from the standards used by students?

-- Does the instructor wish to reconsider his/her Self-Assessment in light of students' responses?

-- Etc.

DATA ANALYSIS

Stage 3

INTRODUCTION:

In previous Data Analyses stages, you have been asked to examine each data source individually for indications of the instructor's teaching strengths, weaknesses, and unnecessary skills and to compare data sources for areas of agreement and disagreement. In this stage of the Data Analysis, you will be asked to synthesize this information and to make a tentative "diagnosis" of the instructor's teaching performance.

To reach this goal, you will be asked to accomplish the following objectives:

1. On the Clinic Progress Report section labelled TEACHING STRENGTHS, you will be asked to

   a) list all of the skills or behaviors which you believe are strengths in the instructor's teaching performance;
   b) supply information from the various data sources which appears to support your decisions (Supporting Evidence);
   c) note information from the various data sources which appears to conflict with your decisions (Conflicting Evidence).

2. On the Clinic Progress Report section labelled TEACHING WEAKNESSES, you will be asked to

   a) list all of the skills or behaviors which you believe are weaknesses in the instructor's teaching performance;
   b) supply information from the various data sources which appears to support your decisions;
   c) note information from the various data sources which appears to conflict with your decisions.

The Progress Report is designed to provide a summary of all the data you have available about the instructor's teaching performance. The worksheets which you've completed in stages of Data Analysis should be useful as you generate this summary, but this stage of Data Analysis will also require you to make decisions and judgments. If these decisions and judgments are to be perceived as credible, it will be important that you support them with as much evidence as you can find in the data.

REVIEWING THE VIDEOTAPE

To facilitate our discussion of your teaching, please answer the following questions immediately after you've viewed the tape. Please leave the form with the videotape so the Teaching Improvement Specialist can review them both.

1) What are three strengths in your teaching that are reflected on the tape?

   a.

   b.

   c.

2) What does the tape suggest as three areas in which teaching could be improved?

   a.

   b.

   c.

REVIEWING THE TABS QUESTIONNAIRE DATA

To facilitate discussion of your teaching, please answer the following questions after you've reviewed the student responses to the TABS questionnaire. Please bring this sheet to the data review meeting with your Teaching Improvement Specialist.

1) What are three skills that students perceive as strengths in your teaching?

   a.

   b.

   c.

2) What are three areas in which students suggest improvement is most needed?

   a.

   b.

   c.

Q.

PLANNING THE DATA REVIEW SESSION

INTRODUCTION:

As you worked through the three stages of Data Analysis, you were asked to review systematically all of the data which you had available and to prepare a summary of the instructor's teaching strengths and relative weaknesses. As a result of this thorough analysis, you probably have more information on hand than you will be willing or able to consider when you meet with the instructor during the Localization session.

In planning for the Data Review session, you will need to begin thinking about how much of this information you and the instructor will be able to consider and where you may most productively focus your attention during the Data Review session.

To prepare your data analysis for the meeting, you will be asked to accomplish the following objectives:

1. Identify those teaching strengths that would provide the most productive emphasis during the Data Review session.

2. Identify those teaching weaknesses that would provide the most constructive focus for initial improvement efforts.

3. Identify the kinds of data that would be most useful to examine during the Data Review session.

4. Review the questions or issues you listed in Stages 2 and 3 of the Data Analysis and identify those that would be most worth raising and discussing during Data Review.

5. Decide on various improvement strategies that the instructor may wish to undertake.

Obviously, the decisions you make as you complete each of these objectives must be regarded as tentative until you meet with the instructor and begin the Data Review process. Moreover, you must be prepared to revise, modify--even abandon altogether--your preliminary decisions. Nonetheless, it is extremely important to consider a number of questions and issues before you meet with the instructor so that you are prepared to guide the Data Review session in constructive and fruitful directions.

The attached outline suggests a number of questions and issues for you to consider as you make preliminary plans for Data Review session.

1. Review your summary of the instructor's stronger skills and identify those that you think would provide the most productive emphasis during the Data Review session.

   The number of teaching strengths, as well as the selection of those strengths, to be high-lighted during the Data Review session will vary from instructor to instructor. It is often useful to consider the following questions:

   -- For which skills or behaviors is there the strongest evidence that the instructor's performance is outstanding?

   -- Which of these teaching strengths most contribute to the instructor's overall teaching effectiveness?

   -- Which of these teaching strengths may best be built upon to increase the instructor's effectiveness in other areas?

   -- How much reinforcement does this instructor need?

2. Review your summary of the instructor's weaker skills and identify those two or three skills that you believe would provide the most constructive focus for initial improvement efforts.

   It is often useful to consider the following questions:

   -- How much time and energy is the instructor prepared to invest in improvement efforts?

   -- Which of these skills/behaviors would require long-term improvement efforts and which would require shorter-term improvement efforts from this instructor?

   -- Which of these skills/behaviors represent "higher-risk" areas for this instructor and which represent relatively "lower-risk" areas?

   -- Which of these skills/behaviors will the instructor be able to deal with immediately and which would better be postponed until the instructor has experienced some initial successes?

   -- Which of these skills/behaviors most interfere with the instructor's overall teaching effectiveness?

3. Identify the sources of data that you think would be most useful to examine during the Data Review session.

   a) Identify a short segment (3-5 minutes) of the videotape that most clearly illustrates the instructor's entire repertoire of teaching behaviors.

Reviewing the entire videotape during the Data Review session is not a productive use of your time. (Remember, both you and the instructor have seen the tape at least once already.) However, it's often helpful to examine a short, representative sample of the videotape with the instructor. This provides an entry into discussion and allows you and the instructor flexibility to move in any number of directions.

b) Identify other short segments (2-3 minutes) of videotape that clearly and dramatically illustrate the teaching strengths and weaknesses which you've identified in Steps 1 and 2 of the Data Analysis procedures.

Viewing repetitions of particular behaviors is an extremely powerful feedback device. While you and the instructor may not decide to focus upon all (or any, for that matter) of the skills you've identified prior to Data Review, at least you'll be prepared to deal with these skills if they do come up.

c) Identify other "pieces of data" (TABS items, classroom incidents, etc.) that provide evidence of the teaching strengths and weaknesses that you have identified in Steps 1 and 2 of the Data Analysis procedure.

Again, you will not be able to examine all of the available data during the Data Review session. Thus, it's helpful to consider how much data you can examine without producing "information-overload," and to select the most powerful pieces of data for examination with the instructor.

4. Review the questions or issues you listed in Stages 2 and 3 of the Data Analysis and identify those that you believe are most worth raising and exploring with the instructor during Data Review.

Keeping in mind the time limitations during the Data Review session, you might consider the following issues:

-- Would any of these questions provide a suitable "opening" for the session?

-- Would any of these questions or issues lead you to discussion of the particular strengths and weaknesses you consider most important?

-- Which of these questions or issues would you like to discuss during the session and which would you rather save until later?

5. Generate possible improvement strategies that the instructor may undertake immediately. Rather than suggest a single possibility, you may wish to suggest alternatives and assist the instructor in generating his/her own strategy. Suggestions are often better received if you precede them with such neural statements as: "I have seen other teachers . . . " rather than, "I have tried . . ." You should be ready to describe a number of strategies that can be undertaken with a minimum of preparation and a maximum of success.

CLINIC TO IMPROVE UNIVERSITY TEACHING

GENERAL TABS ANALYSIS (77/01/19.)

INSTRUCTOR

TEACHER PREDICTION / STUDENT RESULT COMPARISON

IN BAR GRAPHS, T'S SHOW TEACHER PREDICTIONS, S'S SHOW STUDENT RESPONSE

ESTABLISHING LEARNING SET

0 5 10 15 20 25 30 35 40 45 50

1. THE INSTRUCTOR-S EXPLANATION OF COURSE OBJECTIVES

STRONG (1+2)

10*TTTTTTTT
42*SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS

WEAK (3+4)

39*TTTTTTTTTTTTTTTTTTTTTTTTTTTTTTT
7*SSSSSS

NOT NECESSARY (5)

0*T
0*S

2. THE INSTRUCTOR-S EXPLANATION OF THE OBJECTIVES FOR EACH CLASS SESSION AND LEARNING ACTIVITY

STRONG (1+2)

25*TTTTTTTTTTTTTTTTTTT
34*SSSSSSSSSSSSSSSSSSSSSSSSSSSS

WEAK (3+4)

24*TTTTTTTTTTTTTTTTTT
11*SSSSSSSSS

NOT NECESSARY (5)

0*T
0*S

3. THE INSTRUCTOR-S ABILITY TO AROUSE MY INTEREST WHEN INTRODUCING AN INSTRUCTIONAL ACTIVITY

CLINIC TO IMPROVE UNIVERSITY TEACHING

GENERAL TABS ANALYSIS

INSTRUCTOR (77/01/19.)

TEACHING SKILLS IN ORDER OF INCREASING ACCURACY OF PREDICTION

1) 14. THE INSTRUCTOR-S OVERALL EFFECTIVENESS AS A DISCUSSION LEADER

2) 1. THE INSTRUCTOR-S EXPLANATION OF COURSE OBJECTIVES

3) 16. THE INSTRUCTOR-S SKILL IN FACILITATING DISCUSSIONS AMONG STUDENTS AS OPPOSED TO DISCUSSIONS ONLY BETWEEN THE INSTRUCTOR AND STUDENTS

4) 34. THE INSTRUCTOR-S ABILITY TO RELATE THE SUBJECT MATTER TO OTHER ACADEMIC DISCIPLINES AND REAL WORLD SITUATIONS

5) 5. THE INSTRUCTOR-S ABILITY TO MAINTAIN A CLEAR RELATIONSHIP BETWEEN THE COURSE CONTENT AND THE COURSE OBJECTIVES

6) 6. THE INSTRUCTORS SKILL IN CLARIFYING THE RELATIONSHIPS AMONG THE VARIOUS TOPICS TREATED IN THE COURSE

7) 15. THE INSTRUCTOR-S ABILITY TO GET STUDENTS TO PARTICIPATE IN CLASS DISCUSSIONS

8) 12. THE INSTRUCTOR-S ABILITY TO ASK THOUGHT-PROVOKING QUESTIONS

9) 38. THE INSTRUCTOR-S PERFORMANCE IN MAKING ME AWARE OF VALUE ISSUES IN THE SUBJECT MATTER

10) 3. THE INSTRUCTOR-S ABILITY TO AROUSE MY INTEREST WHEN INTRODUCING AN INSTRUCTIONAL ACTIVITY

11) 4. THE INSTRUCTOR-S EXPLANATION OF THE WORK EXPECTED FROM EACH STUDENT

CLINIC TO IMPROVE UNIVERSITY TEACHING

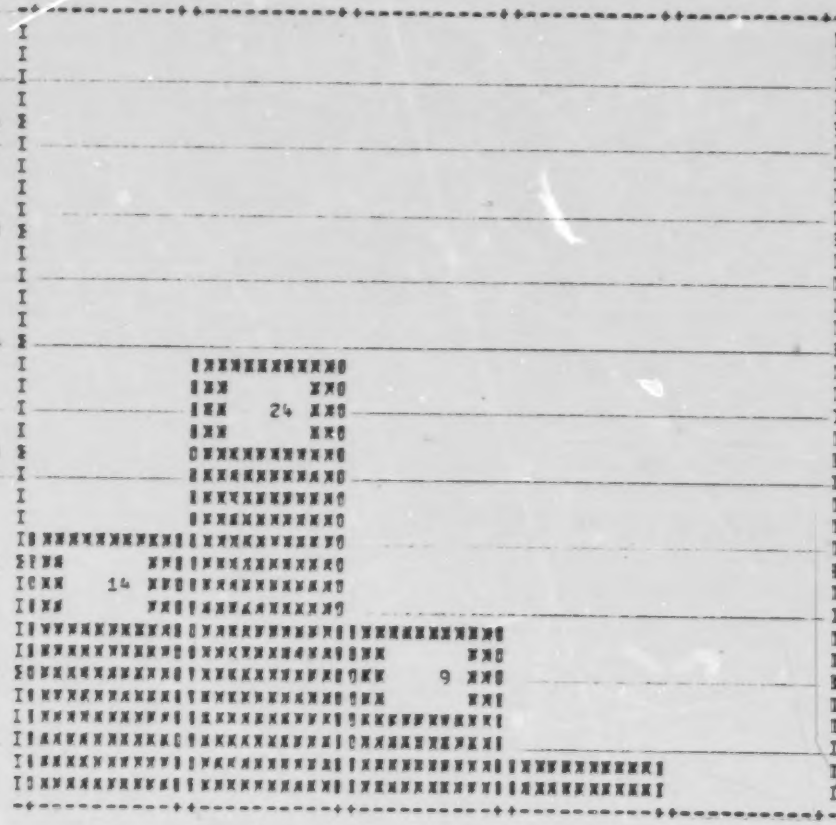
GENERAL TABS ANALYSIS (77/01/19.1

INSTRUCTOR

IF SELF ASSESSMENT OPTION WAS USED, AN ASTERISK INDICATES THE TEACHERS CHOICE

	1	2	3	4	5
ESTABLISHING LEARNING SET					
1. THE INSTRUCTOR-S EXPLANATION OF COURSE OBJECTIVES	14 28.57	28 57.14*	7 14.29	0 0.00	0 0.00
2. THE INSTRUCTOR-S EXPLANATION OF THE OBJECTIVES FOR EACH CLASS SESSION AND LEARNING ACTIVITY	14 28.57	24 48.98	9 18.37*	2 4.08	0 0.00
3. THE INSTRUCTOR-S ABILITY TO AROUSE MY INTEREST WHEN INTRODUCING AN INSTRUCTIONAL ACTIVITY	9 18.37	27 55.10	10 20.41	3 6.12*	0 0.00
4. THE INSTRUCTOR-S EXPLANATION OF THE WORK EXPECTED FROM EACH STUDENT	9 18.37	25 51.02*	13 26.53	2 4.08	0 0.00
LOGICAL ORGANIZATION					
5. THE INSTRUCTOR-S ABILITY TO MAINTAIN A CLEAR RELATIONSHIP BETWEEN THE COURSE CONTENT AND THE COURSE OBJECTIVES	11 22.45	27 55.10*	10 20.41	0 0.00	1 2.04
6. THE INSTRUCTORS SKILL IN CLARIFYING THE RELATIONSHIPS AMONG THE VARIOUS TOPICS TREATED IN THE COURSE	9 18.75	29 60.42*	8 16.67	1 2.08	1 2.08
7. THE INSTRUCTOR-S SKILL IN MAKING CLEAR THE DISTINCTION BETWEEN MAJOR AND MINOR TOPICS	8 16.33	17 34.69	20 40.82	3 6.12*	1 2.04
PACING					
8. THE INSTRUCTOR-S SKILL IN ADJUSTING THE RATE AT WHICH NEW IDEAS ARE COVERED SO THAT THE MATERIAL CAN BE FOLLOWED AND UNDERSTOOD	9 18.75*	19 39.58	18 37.50	2 4.17	0 0.00
ELABORATION					
9. THE INSTRUCTOR-S ABILITY TO CLARIFY MATERIAL WHICH NEEDS ELABORATION	13 26.53	24 48.98*	11 22.45	1 2.04	0 0.00
EXPRESSION					
10. THE INSTRUCTOR-S SPEAKING SKILLS	17 34.69	21 42.86*	9 18.37	2 4.08	0 0.00
ASKING QUESTIONS					
11. THE INSTRUCTOR-S ABILITY TO ASK EASILY UNDERSTOOD QUESTIONS	24 48.98	16 32.65*	7 14.29	1 2.04	1 2.04
12. THE INSTRUCTOR-S ABILITY TO ASK THOUGHT-PROVOKING QUESTIONS	10 20.41	23 46.94	10 20.41	1 2.04*	4 8.16
RESPONDING TO QUESTIONS					

2. THE INSTRUCTOR-S EXPLANATION OF THE OBJECTIVES FOR EACH CLASS SESSION AND LEARNING ACTIVITY



	1	2	3	4	5
CELL COUNTS --	14	24	9	2	0
PERCENTS --	28.57	48.98	18.37	4.08	0.00

OUT OF A TOTAL OF 49 STUDENTS, 0 DID NOT RESPOND

GENERAL TABS ANALYSIS

(77/11/19.)

INSTRUCTOR

SUMMARY OF SECTION II ---- GENERAL BACKGROUND ITEMS

39. CLASS

1.	FRESHMAN	5 =	10.4 PCT
2.	SOPHOMORE	2 =	4.2 PCT
3.	JUNIOR	20 =	41.7 PCT
4.	SENIOR	18 =	37.5 PCT
5.	GRADUATE STUDENT	3 =	6.3 PCT

40. SEX

1.	MALE	39 =	83.0 PCT
2.	FEMALE	7 =	14.9 PCT

41. GRADE POINT AVERAGE

1.	LESS THAN 1.50	0 =	0.0 PCT
2.	1.50 - 2.49	2 =	4.3 PCT
3.	2.50 - 2.99	20 =	43.5 PCT
4.	3.00 - 3.49	21 =	45.7 PCT
5.	3.50 - 4.00	2 =	4.3 PCT

42. IN TERMS OF THE DIRECTIONS MY LIFE IS TAKING, THIS COURSE IS

1.	RELEVANT	31 =	64.6 PCT
2.	SOMEWHAT RELEVANT	13 =	27.1 PCT
3.	IRRELEVANT	3 =	6.3 PCT
4.	I AM UNSURE	1 =	2.1 PCT

CLINIC TO IMPROVE UNIVERSITY TEACHING

GENERAL TABS ANALYSIS

INSTRUCTOR (77/01/19.)

CONTENDE NOLO

QUES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
ANSW	2	2	4	3	3	3	2	3	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3

QUES	26	27	28	29	30	31	32	33	34	35	36	37	38
ANSW	2	2	3	3	3	3	3	2	2	3	3	2	3

0 X 1 | 0 X 2 | 37 X 3 | 1 X 4 | 0 X 5 | 0 X M

FORCST ALICE

QUES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
ANSW	2	3	2	3	3	2	2	3	2	2	2	2	2	5	3	5	3	3	2	2	5	2	3	2	2

QUES	26	27	28	29	30	31	32	33	34	35	36	37	38
ANSW	2	3	2	2	2	2	2	2	2	2	2	2	2

0 X 1 | 24 X 2 | 14 X 3 | 3 X 4 | 4 X 5 | 0 X M

-51-

GHIPLASH SNYDLEY

QUES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
ANSW	1	1	1	2	2	2	2	1	1	1	1	1	1	5	5	5	1	1	2	1	1	1	1	1	1

QUES	26	27	28	29	30	31	32	33	34	35	36	37	38
ANSW	2	1	2	1	1	1	1	2	1	1	1	1	1

0 X 1 | 5 X 2 | 0 X 3 | 0 X 4 | 3 X 5 | 0 X M

DORMIER DEDIL

QUES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
ANSW	4	4	4	3	3	4	4	4	3	3	3	4	2	M	M	M	4	4	3	3	3	2	2	3	3

QUES	26	27	28	29	30	31	32	33	34	35	36	37	38
ANSW	2	3	1	4	1	2	2	4	2	2	2	2	2

2 X 1 | 7 X 2 | 17 X 3 | 9 X 4 | 0 X 5 | 3 X M

TENNYSON BARBARA

QUES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
ANSW	2	2	2	2	2	1	2	2	2	1	1	1	2	5	5	5	2	1	2	1	1	2	2	1	1

QUES	26	27	28	29	30	31	32	33	34	35	36	37	38
ANSW	1	1	3	2	1	1	1	2	1	1	1	2	1

19 X 1 | 15 X 2 | 1 X 3 | 0 X 4 | 4 X 5 | 0 X M

MASON JUNE

QUES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
ANSW	1	2	2	2	1	2	3	3	2	2	1	1	1	2	3	3	2	2	M	M	M	2	1	1	1

61

62

READING THE COMPUTER PRINT-OUT

I. Teacher Prediction/Student Result Comparison
This first part of the print-out displays in bar graph form your predictions of student responses and actual student responses for items 1-38 on the TABS.

A. "T"s represent your predictions of the number of students who will respond in each category.

B. "S"s represent actual student responses.

C. Strong (1&2) indicates that the responses were taken from the first 2 categories: "No improvement is needed" and "Little improvement is needed."

D. Weak (3&4) indicates that the responses were taken from "Improvement is needed" and "Considerable improvement is needed" categories.

E. Not Necessary (5) records those responses by both teacher and student which were marked in category #5 "Not a necessary skill or behavior for this course."

II. Teaching Skills in Order of Increasing Accuracy of Prediction
This section reports the fit between your predictions and student responses from least accurate to most accurate. The direction of difference is not considered, only the amount of difference. In case of ties, the item appearing first in the TABS is listed first.

III. Summary of Section I (unlabelled)
This section presents the number and percentage of students selecting each response category for items 1-38. It also indicates your self-assessment.

A. Titles to the left margin (e.g., "Establishing Learning Set" indicate skill areas to which specific TABS items relate.

B. Response categories are as follows:
1 No improvement is needed.
2 Little improvement is needed.
3 Improvement is needed.
4 Considerable improvement is needed.
5 Not a necessary skill or behavior for this course.

C. The whole number is the number of students selecting each response category.

D. Beneath the integer is a decimaled number which represents the percentage of students who answered that particular item in each response category.

E. The asterisk (*) represents your own self-assessment, how you rated yourself outside of the context of the class.

IV. Histograms
A histogram is a graphic representation of the number of responses made in each response category for TABS items 1-38.

A. The numerical scale on the left side of the histogram represents the number of students in the class.

B. Within each bar the number of students selecting that response category appears.

C. Below the histogram the number of responses (Cell Count) and (Percents) percentage of responses is listed for each category.

D. The final line reports missing responses. Percentages are figured on the actual number of responses.

V. Summary of Section II
TABS items 39-50 appear in this section with both the numerical and percentage values.

A. The integer represents the number of students marking each response.

B. Following the equal (=) sign is the percent (PCT) of those responding in each category.

C. Note: Item #47 does not fully describe the possible response choices due to a lack of space.
1) I like to think for myself, work alone, and focus on learning personally relevant content.
2) I prefer highly structured courses and will focus on learning what is required.
3) I try to get the "most out of classes," and like sharing my ideas with others and getting involved in class activities.
4) I am competitive, concerned about getting good grades, and try to learn material so that I can perform better than others.
5) I am generally turned off as a student, uninterested in class activities, and don't care to work with teachers or other students.

VI. Listing of Individual Responses
This final section lists the responses made by each student anonymously for items 1-38.

A. Two line descriptors where present represent mother's maiden name as listed by student. This information is occasionally collected in order to compare pre- and post-TABS respondents.

B. QUES lists each item number.

C. ANSW reports what category the student selected for each question.

D. X 1; X 2; etc., indicates how many times the student selected each of the 5 possible response categories.

T.

QUESTIONNAIRE I

INSTRUCTOR EVALUATION: INITIAL INTERVIEW

Faculty member:_____ Academic rank and discipline_____

Teaching Improvement Specialist_____ Date_____

For each item below, please check the alternative that seems most appropriate. Comments explaining your ratings will be appreciated. Thank you.

1. During the initial interview, I was able to clarify my personal objectives in working with the teaching improvement program.

___Strongly Agree
___Agree
___Disagree
___Strongly Disagree
___Undecided or no opinion

Comments:

2. By the end of the initial interview, the goals of the teaching improvement program were clear to me.

___Strongly Agree
___Agree
___Disagree
___Strongly Disagree
___Undecided or no opinion

Comments:

3. The procedures used in the teaching improvement program were clearly explained to me.

___Strongly Agree
___Agree
___Disagree
___Strongly Disagree
___Undecided or no opinion

Comments:

4. The information I provided during the initial interview gave the Teaching Improvement Specialist an adequate perspective from which to interpret subsequent information.

___Strongly Agree
___Agree
___Disagree
___Strongly Disagree
___Undecided or no opinion

Comments:

5. The initial interview gave me a clear idea of how much of my time would be required by the data collection procedures.

___Strongly Agree
___Agree
___Disagree
___Strongly Disagree
___Undecided or no opinion

6. I found the initial interview to be worth the time and effort.

___Strongly Agree
___Agree
___Disagree
___Strongly Disagree
___Undecided or no opinion

Comments:

INSTRUCTOR EVALUATION: DATA COLLECTION AND

IDENTIFICATION OF TEACHING STRENGTHS AND WEAKNESSES

For each item below, please check the alternative that seems most appropriate. Comments explaining your ratings will be appreciated. Thank you.

1. The data collection procedures were poorly handled in my class.

___Strongly Agree
___Agree
___Disagree
___Strongly Disagree
___Undecided or no opinion

Comments:

2. Please indicate your judgment about the value of each type of data used to identify instructional strengths and weaknesses. (VU = very useful, SU = somewhat useful, NU = not useful)

___Classroom observation and comments by the Teaching Improvement Specialist
___Videotaping and review
___TABS--student responses
___TABS--self-assessment
___TABS--prediction of student response
___Discussion of teaching during the initial interview

3. I found useful the opportunity to preview the videotape and TABS results by myself.

___Strongly Agree
___Agree
___Disagree
___Strongly Disagree
___Undecided or no opinion

Comments:

4. I found the data collection to be worth the time and effort.

___Strongly Agree
___Agree
___Disagree
___Strongly Disagree
___Undecided or no opinion

Comments:

5. The Teaching Improvement Specialist did a good job of helping me to organize and interpret the data we had collected about my teaching.

___Strongly Agree
___Agree
___Disagree
___Strongly Disagree
___Undecided or no opinion

Comments:

6. During the Localization session, I was presented with more information than I was able to assimilate in one session.

___Strongly Agree
___Agree
___Disagree
___Strongly Disagree
___Undecided or no opinion

Comments:

7. During the Localization session, we were able to identify areas which I believe are strengths in my teaching.

___Strongly Agree
___Agree
___Disagree
___Strongly Disagree
___Undecided or no opinion

Comments:

8. During the Localization session, we identified some areas in which I believe my teaching could be improved.

___Strongly Agree
___Agree
___Disagree
___Strongly Disagree
___Undecided or no opinion

Comments:

9. Generally, I believe that the information collected provided an accurate picture of my teaching.

___Strongly Agree
___Agree
___Disagree
___Strongly Disagree
___Undecided or no opinion

Comments:

10. I found the Localization session to be worth the time and effort.

___Strongly Agree
___Agree
___Disagree
___Strongly Disagree
___Undecided or no opinion

Comments:

11. So far, the Teaching Improvement Specialist has been responsive to my personal concerns and interests.

___Strongly Agree
___Agree
___Disagree
___Strongly Disagree
___Undecided or no opinion

Comments:

12. How could the Teaching Improvement Specialist be more helpful? What additional skills could help the teaching consultant be more effective in working with you?

13. Please add any additional comments or suggestions here:

TEACHING IMPROVEMENT STRATEGIES

Teaching improvement strategies range from fairly simple teaching tips to training procedures designed to help instructors develop new teaching skills. Some, like microteaching, were developed elsewhere; many are derived from the work and literature of group process and systems design people. Perhaps most, however, are developed on the spot by teaching consultants and their clients or other teaching consultants. Whatever the origin, and however sophisticated, efforts are made to assess their effectiveness and their probable generalizability to other instructional contexts.

This section includes:

U. A definition of Teaching Improvement Strategies (p. 60);

V. Examples of suggested strategies (p. 63);

W. A bibliography of useful materials (p. 68).

U.

TEACHING IMPROVEMENT STRATEGIES

The success of the Clinic's instructional improvement process depends upon the teaching consultant's ability to select or design appropriate teaching improvement strategies. This suggests the importance of the teaching consultant and the faculty client's working together to define instructional problems and change objectives, suggest and try a variety of potentially effective ways for producing desirable changes, and carefully assess the impact of each change strategy. The faculty client him/herself, research in the field of teaching and teaching effectiveness, literature in higher education, the experience of the teaching consultant, and observations of other teachers in the classroom are important sources of improvement strategies.

Five questions are frequently asked in relation to the design and implementation of effective improvement strategies:

1. How do I decide on appropriate improvement strategies?

Generating improvement strategies for specific faculty clients begins with a clear description of a significant instructional problem that is suggested by the information collected during the data collection stages of the Clinic process. An example might be as follows:

> This Social Science class of 40 students is meant to follow a lecture/discussion format. While the instructor has claimed, verbally and in the syllabus, that he encourages student participation, he does not reinforce student questions or comments in class either verbally or nonverbally. There are few questions and even fewer comments. He answers the few questions directly--then goes on with his lecture. Comments are merely acknowledged. On occasion, his responses to student attempts at participation suggest that he feels that he is being interrupted.

The lack of student participation bothers the instructor and increasing its quantity and quality would make pedagogical sense for this particular class.

Change objectives need to be carefully negotiated by the teaching consultant and his/her client. Initial change objectives for the problem defined above might include:

1. The instructor will define the types and level of desired participation clearly enough so that students will know what is expected of them.

2. The instructor will verbally or non-verbally reinforce <u>each</u> subsequent student question or comment which is consistent with the ground rules elaborated in #1.

3. Each class session will include 10-15 minutes for student comments on, and reactions to, the lecture material.

Other change objectives would need to be developed that focused more specifically upon increasing the quality of the participation.

Once change objectives are clarified, the teaching consultant should be prepared to suggest or generate with the faculty client a variety of improvement strategies to the client. Strategies might be drawn from educational literature, teaching consultant experience, or the experience of the faculty client. Strategies for achieving the second objective listed above might include: providing the instructor with readings about the use of verbal and non-verbal reinforcers; microteaching sessions for practicing reinforcement; or a workshop designed to increase students' discussion skills.

The effectiveness of these strategies may be assessed through the use of brief student questionnaires, reviewing video or audio tapes of class sessions in which reinforcement is practiced, doing interaction analyses (e.g., Flanders) of class sessions, or checks of whether or not students now find it easier to understand and react to the class content. If results from these assessment procedures are negative, of course, different change strategies will need to be devised and tried.

Should the data review session indicate that the instructor has no significant teaching weaknesses but wishes to continue with the Process, strategies might be designed to explore the following areas: curriculum design, philosophy of teaching, or student learning styles. The teaching consultant should also make it clear to this type of faculty client that the Process may be terminated and that it is not necessary to force teaching problems to emerge from the data collected.

2. How long should the improvement strategy phase of the Process last?

The teaching consultant and the faculty client will need to negotiate the duration of both individual strategies and the entire improvement strategy phase of the Process. The end of the semester need not indicate the end of the change process if careful planning is done for future work by the instructor alone, the instructor with the teaching consultant, or the instructor with other instructors. Within whatever time frame is selected, strategies should include both "quick wins" or easily accomplished strategies and long-term change.

3. How directive or non-directive should I be as a teaching consultant during the improvement strategy phase of the Process?

The personal style of the teaching consultant, the needs and personality of the faculty client, the time available, and the nature of the changes to be undertaken determine the degree of directiveness to be provided by the teaching consultant. Although the teaching consultant should be aware of his/her own preferences, s/he should also carefully and continuously assess the needs of the faculty client and adjust his/her style accordingly.

4. What general types of strategies might be undertaken?

Where specific instructional problems are determined to be the focus of improvement efforts, four types of strategies might be designed.
Suggestions of Teaching Tips might be offered by the teaching consultant or generated with the faculty client.
Training Materials might be provided by the teaching consultant for the client to read or situations outside of the classroom designed to provide for the development of new teaching skills (as in microteaching).
Implementation Strategies are specifically planned activities to be undertaken by the faculty client in the classroom. Such strategies might be based on Teaching Tips or Training Materials.
Monitoring Strategies should accompany each of the above approaches in order to provide feedback to the faculty client on the effect of each strategy undertaken. The following sources of feedback are most often used to monitor change:

videotaped segments of classroom performance
audiotaped segments of classroom performance
observation of classroom performance by the teaching consultant
self-report of change
colleague observation and feedback
opinions of significant students
instruments designed to count the frequency of certain behaviors
brief questionnaires to all students
opinion of the teaching consultant based on any of the above

5. How do we decide when a strategy has been successful?

Once an improvement strategy has been tried in the classroom, a decision should be made regarding its effectiveness. Several issues arise concerning the determination:

1. What criteria and method should be used to measure success?

2. Who should determine whether or not the strategy has been successful--the teaching consultant, the instructor, or the students?

3. How can it be determined whether or not the strategy will produce changes that will have a long-term and enduring effect on the instructor's teaching?

Since improvement strategies are often determined by the teaching consultant and instructor to meet the particular needs of his/her teaching and students, it would be difficult to propose resolutions to these issues that could be generalized across teaching situations. However, regardless of the improvement strategies employed, it is important that the teaching consultant make a concerted effort to determine the success of change strategies and provide this feedback to the instructor.

V.

TEACHING SKILL: FACILITATING STUDENT PARTICIPATION

Description of Problem:

Five Rhetoric instructors had identified Facilitating Student Participation in small group discussions as an area which they wished to improve. Since all five instructors had diagnosed problems in asking questions which would generate fruitful discussions and in responding to students in ways which would encourage further discussion, a teaching improvement specialist conducted a workshop focusing on these two skills.

Improvement Strategy: Workshop on Asking Questions and Responding to Students

Before meeting with the instructors, we had selected a videotaped sample of a class discussion (in this case, a tape of a rhetoric class) and had duplicated copies of the materials (student writing samples) used in the class discussion. For the sake of time, we selected two segments of the videotape, each about five minutes long, which illustrated a variety of questioning techniques--some used effectively by the instructor, and others used not so effectively. This selection was purposeful, since we were interested in demonstrating the effects of the not-so-skillful, as well as the skillful, use of questions on classroom interaction.

The workshop lasted two hours and proceded according to the following outline:

A. Begin tape where the instructor starts discussion of the writing sample and play until he asks his first question. Stop tape and discuss:

   1. What responses might students give to this question?
   2. Did the question require convergent or divergent thinking on the parts of students?

B. Start tape and play until first question has been answered. Stop tape and discuss:

   1. Did we predict students' answer(s) accurately?
   2. Was student answer clear; i.e., was it clear what student was thinking or trying to say?
   3. Was student answer complete? What other information might you have wanted from student?
   4. How else might you have asked the initial question to elicit more desirable student responses?
   5. How might you respond to students' answers?

C. Start tape and play until instructor has responded to student's answer. Stop tape and discuss:

   1. How did instructor respond to student(s) who answered the question?
   2. How might you have felt if you had been these students?

3. Role-play alternative ways for responding to students. At this point, we introduced 5 categories for responding to students and asked instructors to role-play each kind of response: (except "e")

   a. praising, acknowledging;
   b. restating, clarifying, elaborating, expanding;
   c. probing questions;
   d. redirecting questions;
   e. rejecting--ignoring or criticizing student responses so that the effect is one of a "put-down."

D. Repeat A, B, and C once or twice more.

E. Play entire tape segment through again. Discuss "question-answer-response" sequences:

   1. What kinds of questions does the instructor generally ask?
   2. Are the instructor's questions always clear?
   3. What kinds of answers do students generally give (fact, opinion; specific information, generalizations; etc.)?
   4. How does instructor typically respond to students who contribute (in terms of the five categories)?
   5. What kinds of interactions result from the instructor's questions and responses to students?
   6. What alternative questioning and responding techniques might produce different interaction patterns?

Follow-Up Strategies:

The feedback that we received on the evaluation questionnaire which we asked instructors to complete immediately after the session suggested that they had found the workshop very worthwhile. Moreover, they were anxious to look at their own tapes again to examine their questioning and responding behaviors more closely. Thus, instructors reviewed their own tapes immediately following the workshop and identified specific questioning and responding techniques which they wished to practice. Microteaching sessions were then scheduled for each instructor.

TEACHING SKILL: LOGICAL ORGANIZATION

Description of Problem:

After reviewing students' responses to the TABS, the instructor had identified Logical Organization as a skill he wished to improve. He was especially concerned about his performance in this area, because concepts and issues covered during class meetings did not seem to be reflected in the written assignments which students submitted. However, we were not sure whether the problem was that students were unable to identify and understand the important concepts being discussed, or whether students were having difficulty in application of those concepts. Therefore, we decided to find out what students were "taking away" from class meetings.

Improvement Strategy: Questionnaire to Monitor Students' Perceptions of Logical Organization

Before class, I asked the instructor to define his objectives for that class meeting and to identify the main concepts he intended to cover. I then videotaped the major portion of the class session for later review. At the end of the class period, I asked students and the instructor to complete the "Student Reaction Questionnaire" (attached), which the instructor and I had prepared earlier.

Before presenting the results of the questionnaire to the instructor, I typed all of the responses on one sheet of paper. While the instructor's "pre-class" definition of objectives and identification of main concepts closely corresponded to the comments he wrote on the "post-class" questionnaire, this list did not even slightly resemble the list of comments made by students.

In reviewing this information with the instructor, I first asked him to read through the list of student responses and to note those which he felt adequately summarized the main concepts in the lesson. He was astonished to discover that he was not completely satisfied with any of the students' responses. In some cases, students had identified the examples or illustrations that had been discussed that day, but no one had written down the concepts the instructor had hoped students would "take away" from class. Not only was it clear that students were unable to identify the main concepts in his presentation, but it also was clear that students were having difficulties distinguishing examples from generalizations and seeing the relationships between the two.

As we reviewed the videotape, we looked for possible reasons for the difficulties that students seemed to be having. We identified three areas for further improvement efforts: (1) clarifying the learning objectives; (2) distinguishing between major and minor topics; and (3) clarifying how material covered in class related to outside-of-class assignments.

Follow-Up Strategies:

Although the instructor found the initial results of this monitoring strategy terribly frustrating, it was the first time he'd received any feedback about what students were "taking away" from specific classroom meetings. It was the impact of this information more than anything else which motivated him to experiment with the variety of improvement strategies that we used thereafter. (These are described elsewhere.)

Meanwhile, the instructor continued to use the "Student Reaction Questionnaire" at the end of several class meetings as a means of monitoring his progress in dealing with this problem.

Date:_____

STUDENT REACTION QUESTIONNAIRE

Directions:

Your instructor would like to help students learn more during class meetings. In order to provide him with information which will help him improve his lessons, would you please answer the following questions:

1. What seemed to be the most important concepts, issues, or generalizations covered during today's lesson? (Please write one or two lines summarizing each concept, issue, or generalization which you mention.)

2. In this class meeting, I felt I could identify the important ideas (check one of the following)

___more easily than before.

___with the same ease as before.

___less easily than before.

W.

BIBLIOGRAPHY

Compiled by:
Christine M. Sullivan
Summer, 1976

BIBLIOGRAPHY

FACULTY DEVELOPMENT

Bergquist, William H., and Phillips, Steven R. "Components of an Effective Faculty Development Program." Journal of Higher Education 46 (March/April 1975):177-212.

Faculty development must give serious attention to the impact of change on the faculty member himself and on his institution. Organizational and personal development thus become essential to faculty development.

Bryan, Warren. "Faculty Development as Human Development." Liberal Education 61 (May 1975):187-196.

Faculty development programs should help professionals to encourage in students not only a mastery of a body of knowledge but also a familiarity with various models of knowing.

Change Magazine. Faculty Development in a Time of Retrenchment. New Rochelle: Change Magazine, 1974.

Professional development of faculty is discussed in this position paper. Chapters cover the need for faculty development, kinds of reform, teaching as a performing art, knowledge about learning, training future professors, campus programs on teaching, the role of experts, evaluation, grants for teaching, intellectual mobility, mid-career transitions, and recommendations.

Erickson, Bette LaSere. "A Survey of the Inservice Training Needs and Interests of Instructional Improvement Centers in Higher Education." Doctoral dissertation, University of Massachusetts, 1975.

Freedman, Mervin. "Facilitating Faculty Development." New Directions for Higher Education 1 (Spring 1973):105-12.

Interviews with faculty can stimulate their self-awareness and form the basis of a development program which can help them become educational leaders.

Gaff, Jerry G. "New Approaches to the Improvement of Instruction." Paper presented at the National Conference of the American Association for Higher Education, Chicago, Illinois, March 24, 1975.

Gaff, Jerry G. Toward Faculty Renewal. San Francisco: Jossey-Bass, Pub., 1975.

On faculty-, instructional-, organizational development programs. Goals of book are:

1. to identify current programs to improve the quality of teaching and learning
2. to describe the range and variety of these programs
3. to place them in the context of current trends in higher education, research on teaching and learning

Gerth, Donald R. "Institutional Approaches to Faculty Development." New Directions for Higher Education 1 (Spring 1973):83-92.
A survey of faculty development activities reveals more plans than programs, but examples from several institutions illustrate how programs can be implemented.

Goldschmid, Barbara, and Goldschmid, Marcel L. "Peer Teaching in Higher Education: A Review." Higher Education 5 (1976):9-33.

Grasha, Anthony J. "Ten Instructional Consulting Strategies for Organizational, Interpersonal Constraints in Higher Education." Paper presented at the Chancellor's Conference on Promoting Effective Teaching, Bowling Green University, Bowling Green, Ohio, February 21, 1974.

Hammons, James O. "How Effective are Short-Term Faculty Workshops?" Audiovisual Instruction 20 (December 1975):26-8.
A look at the results of both short and long term evaluations on college faculty workshops.

Lindquist, Jack. "Institutional Services for Teaching Improvement: Combine Your Change Assumptions." October 1974. (Paper)

Lindquist, Jack. "Political Linkage." Journal of Higher Education XLV (May 1974):323-343.

McKnight, Philip C. On the Improvement of Instruction in Higher Education: A Bibliography. St. Louis: Danforth Foundation, 1973.

Munson, Paul J., and others. So You Want to Try Faculty Development? Lawrence, Kansas: ERIC Document Reproduction Service, ED 074 898.
A 20-month old faculty development program at a large urban university, Virginia Commonwealth University is examined by discussing the strategies employed to facilitate faculty growth, and analyze, in hindsight, how appropriate or inappropriate they may have been in view of faculty or institutional needs. Virginia Commonwealth University's conception of faculty development covers a broad range.

Perlberg, Arye. "The Use of Laboratory Systems in Improving University Teaching." Higher Education 5 (1976):135-151.

Phillips, Steven R. "The Many Faces of Faculty Development." College Management 9 (November/December 1974):14, 17.
Faculty development is an attempt to improve the performance and effectiveness of faculty members in a variety of teaching situations. A description of a faculty development program and ways to implement such a program are presented.

Popham, W. James. "Higher Education's Commitment to Instructional Improvement Programs." Educational Researcher 3 (December 1974):11-13.

Riechmann, Sheryl, and Malec, Michael A. "Teacher Development for In-Service Faculty." Teaching Sociology, Vol. 3, No. 3 (April 1976):289-304.

Overview of in-service improvement centers, how departments can offer activities, etc., groups of faculty working together, list of ten obstacles to faculty development efforts, seven facilitators of faculty development, then more specifically on current practices in teacher development in sociology departments--based on a survey.

Stephens, Robert E. "Those Who Do and Those Who Don't: Media Utilization in Higher Education." Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Philadelphia, Pennsylvania, March 22, 1971.

The purpose of this study was to investigate the problems which hinder the use of educational media in colleges and universities. A questionnaire was used to find out what deans, faculty members, and audiovisual personnel thought of instructional technology, what they perceived as deterring the use of media, and what changes they recommend to increase the use of instructional technology. The study tested hypotheses involving media utilization rates, perception of deterrents, and attitude toward instructional technology scores. Faculty members with higher media utilization rates and those with higher attitudinal scores perceived more deterrents. Faculty members with more experience and those with higher attitudinal scores had higher utilization rates. The ten major deterrents as identified by all respondents are also listed.

Tom, F. K. T., and Cushman, H. R. "The Cornell Diagnostic Observation and Reporting System for Student Description of College Teaching." SEARCH 5 (1975):1-27.

Purpose of study was to develop a practical diagnostic observation and reporting system for student description of college teaching. Seven general teaching objectives used in the study. Correlations were done between the presence of 45 low inference teaching behaviors and the degree of student achievement as measured by student ratings of their progress on each of the seven general teaching objectives. Finds show that 28 of them correlated at $\geq$ .48 with student achievement for one or more objective. Four products generated--instructor form, student form, instructor print-outs, computer programs. Provides feedback to instructor for diagnosis of strengths and weaknesses and the prescription of appropriate remedies. Study contains the forms and example of print-out.

Webber, Robert, and others. Improving College Teaching: An Annotated Bibliography. Grant from Fund for the Improvement of Post Secondary Education, August 1976.

Whitfield, Raymond P., and Brammer, Lawrence M. "The Ills of College Teaching: Diagnosis and Prescription." Journal of Higher Education XLIV (January 1973):1-15.

THE UNIVERSITY PROFESSOR AS TEACHER

Axelrod, Joseph. "The Professor as Artist at Teaching." New Directions for Higher Education 1 (Spring 1973):17-28.
A report on the new conception of faculty roles, with suggestions for the faculty member who seeks to improve his teaching and for the institution that seeks to help him do so.

Bergquist, William H., and Phillips, Steven R. A Handbook for Faculty Development. Washington, D.C.: The Council for the Advancement of Small Colleges, 1975.

Black, Stephen. "Interactions Between Teaching and Research." Universities Quarterly 26 (Summer 1972):348-52.
Effects of a professor's research on his teaching and his teaching on his research.

Blackburn, Robert T., and Kind, James. "Professional Values: Yesterday and Today." Paper presented at the 59th meeting of the American Educational Research Association, Chicago, Illinois, April 1974.
Questions regarding changing professorial values are examined from three sources and methodologies--historical, sociological and humanistic.

Bloom, Michael. "Patterns of Faculty Response to Growing Student Diversity." New Directions for Higher Education 1 (Spring 1973):29-48.
Three portraits of faculty members who react to changes in student interests in different ways, in part because of their own upbringing and their conception of themselves as teachers.

Dubin, Robert, and Taveggia, Thomas C. The Teaching-Learning Paradox. Eugene: University of Oregon Press, 1968.

Ericksen, Stanford C., ed. Development and Experiment in College Teaching. Committee on Institutional Cooperation, 1972.
This report comprises a collection of summaries of exploratory efforts by college professors at member institutions of the Committee on Institutional Cooperation (CIC) to develop new and better ways of teaching. Usually these are local experiments aimed at improving the conditions for learning in a specific subject-matter area, but many of the procedures can easily be generalized for application in other departments, or they may stimulate the search for fresh alternatives.

Fanicy, William H. "Department Affiliation and Faculty Reference Group: Some Effects on faculty Opinions." Paper presented at the 59th meeting of the American Educational Research Association, Chicago, Illinois, April 1974.
Opinions obtained by survey of faculty members of 42 universities on various aspects of department and university operations were categorized according to the faculty respondents' departmental

affiliations. This paper reports an investigation of the relationship of faculty members' departmental affiliation to their responses to certain institution-related variables. Chi-square tests of dependence and the phi coefficient of contingency were used to assess the variables' relationships. Most of the relationships were significant but weak.

Freedman, Mervin, and Sanford, Nevitt. "The Faculty Member Yesterday and Today." New Directions for Higher Education 1 (Spring 1973):1-16.

A review of the changes in faculty life since 1965 and in faculty worries since 1971 demonstrates the need for improved faculty development programs.

Fox, A. M., and Hein, Dennis D. "Teacher Perceptions in Effective Teaching." Colorado Journal of Educational Research 10 (Spring 1971):45-9.

Hammond, Phillip C., and others. "Teaching Versus Research: Sources and Misperceptions." Journal of Higher Education 40 (December 1969): 682-690.

A comparison of student and administrative opinions concerning faculty competence based on time allotted to teaching or research reveals differing and largely incorrect suppositions by both groups.

Hildebrand, Milton. "The Character and Skills of the Effective Professor." Journal of Higher Education 44 (January 1973):41-50.

Kenny, James A., and Herzing, Thomas W. "Games Professors Play." Journal of Higher Education 40 (November 1969):624-635.

The games are Build a Reputation (REP), Confuse the Student (CON), Blame the Opposition (BOP), and Pass the Buck (BUCK). Professors play these games because they "want to show off on occasion. . . .want to get off the hook and avoid responsibility. . . . . .are prone to blame others, or simply because they are lazy.

Linsky, Arnold S., and Straus, Murray A. Dimensions of Academic Competence: The Relationship of Classroom and Research Performance of College Faculty: A Final Report. Durham, N. H.: ERIC Document Reproduction Service, ED 063 905, 1972.

This study determines empirically the relationship between college teachers' classroom performance and their involvement in research. The study is based on a national sample of approximately 5,000 faculty members in 16 colleges.

Noonan, John R. "The Impact of Curricular Change on Faculty Behavior." Liberal Education 57 (October 1971):344-358.

Peters, Dianne S. Faculty Views of Curriculum and Instruction: A Research Report. Lubbock: Institute for the Improvement of Undergraduate Education, Texas Tech University, 1972.

The purpose of this investigation was to ascertain attitudes of university faculty toward curriculum and instructional techniques, and to discover the patterns of interrelationships between such attitudinal patterns.

Sawyer, Paul. "The Presentation: Testing Potential New Faculty's Ability to Teach." AAUP Bulletin 60 (Winter 1974):379-82.

Suggests a presentation as a procedure by which a demonstration of a candidate's teaching ability becomes a regular part of the campus visit.

Seagren, C. Donald. Differences in Perceived Institutional Functions and Responsiveness to Change as Related to Faculty Types in Selected 4 Year Colleges. Pennsylvania: ERIC Document Reproduction Service, ED 062 934, 1972.

This investigation is part of a larger exploratory study dealing with the response of 4-year colleges to student pressures for institutional change. This study deals with faculty perceptions and attitudes regarding: (1) the extent and nature of student pressures for institutional change; (2) the extent to and manner in which the institutions under study have responded to such pressures; and (3) the institutional functioning characteristics that appear to be significantly related to both student pressures and institutional responses.

Sherman, Barbara R., and Blackburn, Robert T. Personal Characteristics and Teaching Effectiveness of College Faculty. ERIC Document Service ED 088 313, 1974.

This inquiry determines the degree of relationship between observed faculty personal characteristics and judged teaching effectiveness. Students in a liberal arts college rated faculty on two typical teaching evaluation instruments and on a semantic differential form. Findings suggest that improvement of teaching effectiveness may depend more on changes related to personality factors than on those involving classroom procedures.

Wilson, Robert C., and Gaff, Gerry G. College Professors and Their Impact on Students. New York: John Wiley and Sons, 1975.

STUDENT EVALUATIONS TO IMPROVE UNIVERSITY TEACHING

Aleamoni, Lawrence M. Evaluation by Students to Identify General Instruction Problems. Urbana, Illinois: ERIC Document Reproduction Service, ED 076 166.

Of the various systems developed for student evaluation of course and instructor, the Illinois Course Evaluation Questionnaire (CEQ) has perhaps the most extensive reliability and validity data to support it as well as the most extensive norm data base. The CEQ is used to collect student attitudes towards a course and instructor and its purpose is to enable faculty members to collect evaluative information about their teaching. The CEQ can also be used to provide feedback to administrators if it is couched in a total instructional evaluation scheme that may consist of peer evaluation, supervisor evaluation, classroom visitation, course material evaluation, future student success and achievement data.

Aleamoni, Lawrence M. The Usefulness of Student Evaluations in Improving College Teaching. Research Report 356. Urbana, Illinois: ERIC Document Reproduction Service, ED 088 317.

The present study was designed to assess the effects of a combination of feedback and personal consultations using college student evaluations on faculty performance. Student evaluation feedback and personal consultations were conducted at least a semester before any follow-up data was gathered. The results indicate that providing computerized results of college student evaluations along with individual faculty consulting sessions helped the instructors significantly improve their student ratings on two instructional dimensions.

Aleamoni, Lawrence M., and others. Teacher Folklore and the Sensitivity of a Course Evaluation. Lawrence, Kansas: ERIC Document Reproduction Service, ED 076 146.

The purpose of this study was to determine if a) "Folklore" about a teacher contributes to his ratings on a course evaluation questionnaire and b) changes in students' attitudes during the course of instruction can be determined with a course evaluation questionnaire. Multivariate techniques and discriminate analysis were employed. The results indicated that there were no significant differences in attitudes towards the course in educational statistics between those who took the course in 1967-68 and those who took it in 1968-69. This seems to indicate that students do not build a "folklore" about a course based upon the course presented a year earlier. The results also indicated that changes in attitude about a course while the students are enrolled in that course can be measured by a course evaluation questionnaire. A 16-item bibliography is included.

Allison, Robert, and others. An Assessment of Two Years of Faculty Evaluation. Bakersfield, California: ERIC Document Reproduction Service, ED 101 814.

A survey instrument was designed to ascertain faculty opinion on the faculty evaluation process so that the Academic Senate could make recommendations for future changes. Under the present system faculty must be evaluated every two years, but, within certain guidelines, departmental procedures may vary. A total of 77.3 percent of all faculty and administrators responded. Analysis of the data revealed the following: (1) the purpose of evaluation for regular (tenured) staff should be for the improvement of instruction: for contract (nontenured) staff the question of retention or dismissal should also be considered (present procedures treat regular and contract staff equally); (2) most faculty find evaluation moderately effective and beneficial and not threatening; (3) many faculty members seem to spend more time and receive more benefits from participating in the evaluation of others than themselves; (4) most faculty feel that the department chairman should be actively involved in evaluation; (5) a large number of faculty did not receive copies of their evaluations, although they should have; (6) over 85 percent of the respondents did not think that Bakersfield College should "try to do

a complete and effective evaluation job, substantially exceeding legal requirements"; and (7) over 80 percent want to continue the present plan with minor modifications. The questionnaire, cover letters, tabulated responses, and additional faculty comments are presented.

Bejar, Isaac I. "A Survey of Selected Administrative Practices Supporting Student Evaluation of Instructional Programs." Research in Higher Education 3 (1975):77-86.

Concludes that there has been an increase of student ratings of faculty performance, as well as in the frequency with which results are used in decisions concerning faculty. Research on the rating instruments does not seem to have kept pace with the decisions that are based on the rating instruments.

Centra, John A. "Colleagues as Raters of Classroom Instruction." Journal of Higher Education 46 (May/June 1975):327-338.

Colleagues can make an important contribution to the evaluation of faculty performance. There are several aspects of teaching that colleagues would be able to judge. These are discussed in this paper along with other methods of assessing teaching.

Centra, John A. "Effectiveness of Student Feedback in Modifying College Instruction." Journal of Educational Psychology 65 (March 1973): 395-401.

An experimental study was conducted at five colleges to investigate the extent to which college teachers modify their instructional practices after receiving student feedback. Variables included teaching experience, sex, and self-ratings of the instructor, as well as course subject area. On the basis of equilibrium theory, a major hypothesis of this study was that student ratings would produce changes in teachers who had rated themselves more favorably than their students had rated them. Results of a regression analysis generally supported this hypothesis. A second conclusion of the study was that additional time along with comparative data to help teacher interpret his feedback also helped produce modest changes in instruction.

Centra, John A. Self-Ratings of College Teachers: A Comparison with Student Ratings. Princeton, N.J.: ERIC Document Reproduction Service, ED 069 701.

College teachers' self-ratings were investigated in this study by comparing them to ratings given by students. The sample consisted of 343 teaching faculty from five colleges; these teachers, as well as the students in one of their classes, responded to 21-item instructional report questionnaire. Correlating teacher responses to each item with the mean class responses (across the 343 classes) disclosed a modest relationship between the two sets of evaluation: a median correlation of .21 for the items. In addition to the general lack of agreement between self- and student evaluations, there was also a tendency for teachers as a group to give themselves better ratings than their students did. Comparisons between student and

faculty responses were also made across items, and a rank correlation of .77 indicated a good deal of similarity in the way the two groups rank ordered the items. Discrepancies between individual teacher ratings and ratings given by the class were further analyzed for: (a) sex of the teacher (no difference found), (b) number of years of teaching experience (no difference), and (c) subject area of the course (differences noted for natural science courses vs. those in education and applied areas). Among other conclusions, the results of this study would argue for the collection of student ratings to supplement self ratings.

Centra, John A. Student Points of View in Ratings of College Instruction. Princeton, N.J.: ERIC Document Reproduction Service, ED 089 581.

This study investigated student points of view in their ratings of specific courses and instructors by analyzing student responses within each of three classes separately, and then sought to generalize the results further by additional analyses, with 300 students randomly selected from 402 classes in five colleges. Different points of view were found for student ratings of course examinations, textbooks and supplementary readings, and class discussions. These various points of view were moderately related to such student characteristics as grades and sex, although not in all three of the classes studied. This last point underscores the importance of the context (i.e., the particular course) in understanding or interpreting the meaning of student ratings.

Centra, John A. "The Student as Godfather? The Impact of Student Ratings on Academia." Educational Researcher 2 (October 1973):4-8.

Discusses impact or possible impact of student ratings o. instructor, teaching in general, students, administrators, college. Recognizes validity of student ratings and as additional data source.

Edwards, Scott. "A Modest Proposal for the Evaluation of Teaching." Liberal Education 60 (October 1974):316-26.

It is suggested that the total faculty organize itself for systematic evaluation of the teacher by his peers.

Follman, John. "Student Ratings of Faculty Teaching Effectiveness: Rater or Ratee Characteristics." Research in Higher Education 3 (June 1975): 155-67.

Reviews the theoretical and empirical literature on the influence of student-rater personality characteristics on the ratings they give their instructors. Included are conclusions, recommendations for further research, and a list of 45 references. (JT)

Grasha, Anthony J. Evaluating Teaching: Some Problems. Cincinnati, Ohio: ERIC Document Reproduction Service, ED 071 582.

In the process of teacher evaluation, much needs to be taken into account other than a teacher's activities and behaviors inside the classroom. Also to be considered are the teacher's fixed goals for a particular class, his attitude toward his students, his peers'

attitudes toward him, and an instructor's professional activities. Who should conduct the evaluation of teachers is something to be taken very seriously. Some possibilities are an independent evaluation agency, interested students, faculty and administrators in a college, or perhaps a committee composed of junior and senior members of a department. Who does it depends on what purpose the evaluation is to serve. Information derived from an initial evaluation should be used as feedback for the instructor in order that he might understand what others view as his faults. Then, a follow-up evaluation should be conducted to answer the following questions: (1) Did the instructor make an attempt to improve what he or she was doing? (2) Are the instructor's values with regard to things like professional research, writing and community service compatible with the institution's values? (3) Do colleagues perceive the instructor as a valuable member of the faculty? and (4) Have students reported that what they learned from the course, in class and out, helped them in decisions about what to major in, post-graduate study or on the job? The answers to these questions should help to determine whether the faculty member should be promoted or given tenure.

Grush, Joseph E., and Costin, Frank. "The Student as Consumer of the Teaching Process." American Education Research Journal 12 (Winter 1975):55-66.

Study examined the question of certain student biases in teacher evaluation and the value of soliciting student judgments for the identification of major factors contributing to teacher effectiveness. Two hypotheses tested: 1. student perceptions of teacher personality would be correlated with student ratings of teacher skill, while students' own personality traits would not be; and 2. predicted that student attraction to instructors "as teachers" would be positively correlated with teacher skill, but that student attraction to their instructors "as persons" would not be related. Used correlations analyses to prove hypothesis. Concludes college students are objective consumers of the teaching process and their judgment should be solicited to identify variables important for teacher effectiveness. Findings applicable to discussion classes in social-behavioral sciences led by graduate assistants.

Hildebrand, Milton; Wilson, Robert C.; and Dienst, Evelyn R. Evaluating University Teaching. Berkeley, California: ERIC Document Reproduction Service, ED 057 748.

An excellent study conducted by the Center for Research and Development in Higher Education at Berkeley. The aims of the study: to define and describe effective teaching so that instructors can be helped to improve; and to find more valid and effective means of incorporating the evaluation of teaching into advancement procedures.

Hind, Robert R., and others. "A Theory of Evaluation Applied to a University Faculty." Sociology of Education 47 (Winter 1974):114-28.

A theory of evaluation and authority is applied to the system for evaluating university faculty. Results show that professional

opinion outweighs administrative opinion and that research is more important than teaching. Balancing these factors tends to dictate faculty orientation. Satisfaction with evaluation is a function of a field's dependence upon a body of theory.

Kerlinger, Fred N. "Student Evaluation of Faculty Professor." School and Society 99 (October 1971):353-56.

Kohlan, Richard G. "A Comparison of Faculty Evaluations Early and Late in the Course." Journal of Higher Education 44 (November 1973): 587-95.

Kulik, J. A., and McKeachie, W. J. "The Evaluation of Teachers in Higher Education." In Review of Research in Education, edited by F. N. Kerlinger. Itasta, Illinois: F. E. Peacock, 1975.

Lederman, Marie Jean. "Consumer Evaluation of Teaching." Liberal Education 60 (May 1974):242-48.

The author believes that a positive reaction to student evaluation of teaching should be the basic talent of the college faculty member.

McKeachie, Wilber J. "Student Ratings of Faculty." AAUP Bulletin 55 (December 1969):439-44.

Meredith, Gerald M. "Structure of Teaching Analysis by Students (TABS)." Journal of Psychology 92 (1976):235-42.

Rosenshine, Barak. "Evaluation of Classroom Instruction." Review of Educational Research 40 (April 1970):279-300.

Scott, Craig S. Assessing Faculty Performance: A Partially Annotated Bibliography. Monmouth, Oregon: ERIC Document Reproduction Service, ED 093 187.

This partially annotated bibliography contains 139 references concerning assessment of faculty performance, including recent journal and book citations.

Smock, H. Richard, and Crooks, Terence J. "A Plan for the Comprehensive Evaluation of Teaching." Journal of Higher Education XLIV (November 1973):577-86.

Socl loff, Alan F., ed. Proceedings: Faculty Effectiveness as Evaluated by Students. Philadelphia: ERIC Document Reproduction Service, ED 101 649.

Faculty effectiveness as evaluated by students was the focal point of the first invitational conference sponsored by the Measurement and Research Center of Temple University. Papers presented cover: the rationale of student evaluation of faculty, the impact of student ratings on academia, the usefulness of student evaluations in improving college teaching, some considerations and a model of faculty

evaluation, a system for helping teachers to change their affective behavior through feedback, instruments for student evaluation of faculty, the Kansas State University Program for assessing and improving instructional effectiveness, student evaluation of instruction at Michigan State University, criteria for evaluation of college teaching, correlates of student ratings, the shortcomings of traditional approaches to faculty evaluation and faculty performance under stress.

Williams, Reed G., and Ware, John E., Jr. "Validity of Student Ratings of Instruction under Different Incentive Conditions: A Further Study of the Dr. Fox Effect." Journal of Educational Psychology 68 (1976): 48-56.

Wood, Kenneth. "Class Size and Student Evaluations of Faculty." Journal of Higher Education 45 (October 1974):524-34.

This investigation of class size and student evaluations of faculty is based on data for over 4,000 college and university classes on 16 campuses across the country. The data reveal a surprising but definite curvilinear relationship between class size and teacher ratings.

DATA RE-COLLECTION AND FINAL INTERVIEW

Once improvement goals have been met, data is re-collected and analyzed. This data includes another classroom observation and videotape, an abbreviated Post-TABS, and any information gathered in the process of monitoring the effects of specific teaching improvement strategies. The data is then used as the focus of the FINAL INTERVIEW, during which changes in teaching performance and effectiveness are examined. Clients are also asked to complete a second evaluation questionnaire about the Clinic's process.

The materials in this section include:

X. How to Develop a Modified Post-TABS (p. 82);

Y. Sample Modified Post-TABS (p. 84);

Z. How to Tabulate and Interpret Post-TABS Data (p. 87);

AA. Instructor Evaluation of Teaching Clinic: Questionnaire II (p. 89).

HOW TO DEVELOP A MODIFIED POST-TABS

The modified post-TABS includes two pages: one page of directions and one page of items and responses. The following outline discusses the procedures for developing the modified post-TABS.

A. Directions for Students

The directions which students receive for completing the modified post-TABS will appear as the first page of the questionnaire. The enclosed copy of the directions page can be duplicated, as is, and attached to the questionnaires which individual teaching consultants develop.

B. Generating Post-TABS Items

1. Number of Items
Because we will be unable to use the computer to process this data, students' responses will have to be hand-tabulated. Thus, teaching consultants should be thinking in terms of 10 items. (How convenient that there's room for 10 items on one page.) However, if there's need for more items, an additional page could be attached. Teaching consultants should be discouraged from using fewer than 10 items.

2. Selection of Items
The post-TABS items should be selected from the 38 items which appear on the standard TABS questionnaire. Thus, the wording of items should <u>not</u> be changed.

The selection of items should be made by the teaching consultant and client <u>immediately following the LOCALIZATION</u> session and should be based upon the following criteria:

(a) the skills/behaviors which have been identified as the foci for improvement efforts;
(b) skills/behaviors which are most likely to be affected by improvement efforts, but which are not necessarily focus areas;
(c) skills/behaviors which will be of interest to the client and/or to the teaching consultant for whatever reasons.

(For illustration and clarification, please see the attached example of the modified TABS and the discussion of how items were selected.)

C. Putting the Post-TABS Together

Teaching consultants will be responsible for putting the post-TABS together and getting enough copies for students.

The directions page may be copied, as is; there's no need for re-typing.

The page on which items and responses appear will have to be prepared by the teaching consultants after they have agreed upon selection of items with their clients. A separate page with only the response columns typed in has been included with these materials. If teaching consultants have exactly 10 items, they may save themselves some time merely by typing in an item beside each set of response categories.

TEACHING ANALYSIS BY STUDENTS

(TABS)

DIRECTIONS:

In this questionnaire, there are some statements concerning a variety of specific teaching skills and behaviors. We are interested in your opinions about two questions:

I. TO WHAT EXTENT DO YOU THINK YOUR INSTRUCTOR'S PERFORMANCE OF EACH OF THESE BEHAVIORS HAS IMPROVED DURING THIS SEMESTER?

Please answer this question for each statement by checking one of the following responses:

a) much improvement
b) some improvement
c) no apparent change
d) performance is worse

II. TO WHAT EXTENT DO YOU FEEL YOUR INSTRUCTOR STILL NEEDS IMPROVEMENT IN PERFORMING EACH OF THESE BEHAVIORS?

Please answer this question by circling the number corresponding to one of the following responses:

1. No improvement is needed (very good or excellent performance)
2. Little improvement is needed (generally good performance)
3. Improvement is needed (generally mediocre performance)
4. Considerable improvement is needed (generally poor performance)
5. Not a necessary skill or behavior for this course

Please read each of the statements carefully and indicate your honest opinions about the instructor's teaching performance.

Thank you for your cooperation.

CLINIC TO IMPROVE UNIVERSITY TEACHING
School of Education
University of Massachusetts at Amherst

(SAMPLE MODIFIED POST-TABS)

Y .

PLEASE PRINT YOUR MOTHER'S MAIDEN NAME: _____

	QUESTION I:	QUESTION II:
1. The instructor's explanation of the objectives for each class session and learning activity	__a) much improvement __b) some improvement __c) no apparent change __d) performance is worse	1 2 3 4 5
2. The instructor's skill in clarifying the relationships among the various topics treated in the course	__a) much improvement __b) some improvement __c) no apparent change __d) performance is worse	1 2 3 4 5
3. The instructor's skill in making clear the distinction between major and minor topics	__a) much improvement __b) some improvement __c) no apparent change __d) performance is worse	1 2 3 4 5
4. The instructor's skill in adjusting the rate at which new ideas are covered so that the material can be followed and understood	__a) much improvement __b) some improvement __c) no apparent change __d) performance is worse	1 2 3 4 5
5. The instructor's ability to clarify material which needs elaboration	__a) much improvement __b) some improvement __c) no apparent change __d) performance is worse	1 2 3 4 5
6. The instructor's speaking skills	__a) much improvement __b) some improvement __c) no apparent change __d) performance is worse	1 2 3 4 5
7. The instructor's ability to ask thought-provoking questions	__a) much improvement __b) some improvement __c) no apparent change __d) performance is worse	1 2 3 4 5
8. The instructor's ability to inspire excitement or interest in the content of the course	__a) much improvement __b) some improvement __c) no apparent change __d) performance is worse	1 2 3 4 5
9. The instructor's ability to tie things together at the end of a class	__a) much improvement __b) some improvement __c) no apparent change __d) performance is worse	1 2 3 4 5
10. The instructor's explanation of precisely how my performance is to be evaluated	__a) much improvement __b) some improvement __c) no apparent change __d) performance is worse	1 2 3 4 5

PLEASE USE THE OTHER SIDE OF THIS PAGE TO MAKE ANY ADDITIONAL COMMENTS OR SUGGESTIONS WHICH YOU FEEL MIGHT IMPROVE THE INSTRUCTOR'S TEACHING OR THE COURSE.

Discussion of How Items Were Selected for Sample Post-TABS

This sample of the post-TABS was developed for a client's use last year. It is discussed here to illustrate how the items were selected.

(a) The foci for this client's improvement efforts and corresponding TABS items were: (Note: item numbers refer to the numbers on the sample, not the members on the standard TABS.)

- Establishing a Learning Set (item 1)
  Improvement strategies were directed only toward establishing a cognitive set at the beginning of each class.

- Logical Organization (item 3)
  Improvement strategies were directed toward teaching behaviors required to "make clear the distinction between major and minor points."

- Asking Questions (item 7)
  Improvement strategies were directed toward using lower and higher order questions as technique to monitor students' responses and to involve students in class.

- Closure (item 9)
  Improvement strategies were directed only toward CLOSURE at the end of the class.

(b) Skills/behaviors which the client and the teaching consultant believed might be affected by improvement efforts, but which were not identified as areas of focus:

- Logical Organization (item 2)
  The teaching consultant and client believed that improvement in Organization and Closure for individual lessons might affect students perceptions of course organization..

- Pacing (item 4) and Elaboration (item 5)
  The teaching consultant and client believed improvement in Logical Organization and asking Questions might affect students' perceptions of Pacing and Elaboration.

- Enthusiasm/Inspiration (item 8)
  The teaching consultant and client wondered whether improvement efforts in Asking Questions might affect students' interest and involvement in the course.

(c) Skills/behaviors which were of interest to the client and the teaching consultant:

- Expression (item 6)
  No improvement strategies had been directed toward this skill, but client was curious about students' responses at end of semester.

- Evaluation (item 10)
  The teaching consultant selected this item - mostly to "guarantee" some positive data. Students' responses had been relatively positive on the pre-TABS, which had been administered after first exam. Also, the teaching consultant expected students to see some improvement as a result of improvement strategies in other areas.

HOW TO DEVELOP A POST-TABS QUESTIONNAIRE

The post-TABS includes two pages: one page of directions and one page of items and responses. The following outline discusses the procedures for developing the post-TABS.

A. Directions for students

The directions which students receive for completing the post-TABS appears as the first page of the questionnaire. The enclosed copy of the directions page can be duplicated, as is, and attached to the questionnaires which individual teaching consultants develop.

B. Generating post-TABS items

1. Number of Items
It is usually recommended that the post-TABS include 10 items. This number of items fits on one page and can be manageably hand-tabulated if computer processing is unavailable. However, if there's need for more items, an additional page can be attached.

2. Selection of Items
The post-TABS items are usually selected from the 38 items which appear on the standard TABS questionnaire. Use of standard TABS items allows assessment of improvement through comparison of post-TABS responses with responses made to the first TABS questionnaire. However, additional items are sometimes developed to address particular areas of concern not specifically handled by the TABS items.

Items are selected jointly by the teaching consultant and client, and should be based upon the following criteria:

(a) the skills/behaviors which have been identified as the foci for change efforts
(b) skills/behaviors which are most likely to be affected by change efforts, but which are not necessarily focus areas
(c) skills/behaviors which will be of interest to the client and/or to the teaching consultant for whatever reasons

(For illustration and clarification, please see the attached example of the modified TABS and the discussion of how items were selected)

C. Putting the post-TABS together

Teaching consultants are responsible for putting the post-TABS together and getting enough copies for students.

The directions page may be copied, as is; there's no need for re-typing.

The page on which items and responses appear are prepared by the teaching consultants after they have agreed upon selection of items with their clients. A separate page with only the response columns typed in has been included with these materials. If the post-TABS has exactly 10 items, teaching consultants may save themselves some time merely by typing in an item beside each set of response categories.

Z.

HOW TO TABULATE AND INTERPRET POST-TABS DATA

Introduction:

Students' responses to the post-TABS are tabulated in contingency tables. There's one contingency table for each item included on the post-TABS. Each contingency table looks like this:

Question I	Question II: 1	2	3	4	5
a					
b					
c					
d					

The letters down the side of the table correspond to the 4 response categories for Question I.

The numbers across the top of the table correspond to the 5 response categories for Question II.

Tabulating Responses in a Contingency Table:

The contingency table enables the teaching consultant to tabulate each student's responses to both questions (I and II) with only one tally mark.

For example, to complete the contingency table for ITEM 1:

--Read the first student's responses to Item 1 and make a tally mark in the appropriate cell of the contingency table. If Student #1 has checked (b) and circled (3), your tally mark would be recorded in the second row, third column cell.

--Repeat for Student #2, Student #3, ... , Student #n.

After you have marked each student's responses for ITEM 1, the table might look like:

	1	2	3	4	5
a	1	𝍸			
b		𝍸	𝍸 111	1	
c	11	1			
d					

Total # of students = 23

Interpreting Data in a Contingency Table:

You can "read" the contingency table in several ways:

1) By looking at individual cells--

   e.g., By looking in Row(a), Column (2) cell in the contingency table for Item 1 (see first page), we see that five students saw "much improvement" during the semester and now think that "little improvement is needed (generally good performance)."

   By looking in the Row(b), Column (3) cell, we see that eight students saw "some improvement" during the semester but still think "improvement is needed (generally mediocre performance)."

2) By looking at total number of responses in each row--

   e.g., Row(b) contains a total of 14 responses, which tells us that 14 out of 23 students have seen "some improvement" during the semester.

3) By looking at total number of responses in each column--

   e.g., Column (2) contains a total of 11 responses, which tells us that 11 out of 23 students now think "little improvement is needed (generally good performance)."

Thus, the contingency table for Item 1 provides strong evidence that the instructor has improved his/her performance of this behavior during the semester, but that there's still need for additional improvement efforts.

AA.

INSTRUCTOR EVALUATION - QUESTIONNAIRE II

The Center for Instructional Resources and Improvement would like your opinions about the teaching improvement process. Your assessment will be useful in assisting us to improve our procedures, and if you permit, to give feedback to your teaching improvement specialists.

After you have completed this questionnaire, please fold it in thirds so that the Center for Instructional Resources and Improvement's address can be seen and drop it in the campus mail. Thank you.

Your name and rank_____

Dept._____Phone Number_____

1. How useful was each of the following teaching improvement activities? (To be listed by teaching consultant)

a)	very useful	5	4	3	2	1	not useful
b)		5	4	3	2	1	
c)		5	4	3	2	1	
d)		5	4	3	2	1	
e)		5	4	3	2	1	
f)		5	4	3	2	1	

2. Please use the scale below to rate the following sources of data in terms of how useful they were to you for indicating changes in your teaching: 1 - VERY USEFUL, 2 - SOMEWHAT USEFUL, 3 - USELESS. Write the number of the best alternative in the space provided for each item.

_____teaching consultant feedback from classroom observation
_____my own sense of change
_____review of videotape
_____student response to questionnaire items
_____final interview

3. Which aspect of the process did you find most useful?

4. Please use the scale below to rate the extent to which participation in the process contributed to improvement in the following areas. For each item, write the number of the response alternative that best applies.

1 - contributed a great deal
2 - contributed somewhat
3 - made no contribution
4 - was detrimental

_____teaching skills
_____communication skills
_____ability to plan an effective course
_____clarity about goals for my courses
_____clarity about my views on the learning process and/or student needs
_____clarity about my needs and values as a teacher
_____course effectiveness

5. Please list any additional comments here about your experience with the teaching improvement specialist, the Clinic Process, and/or this questionnaire.

6. What follow-up services would you like available to you next semester? Please check those that apply.

_____videotape of teaching
_____videotape of teaching, and review of tape by teaching consultant
_____administration of TABS (Teaching Analysis by Students) Questionnaire
_____administration of TABS questionnaire and consultation with a teaching consultant
_____observation of teaching by a teaching consultant and consultation
_____consultation with a teaching consultant

May the results of this questionnaire be made available to your teaching consultant? ___Yes ___No

APPENDIX

This is a checklist for completing the Clinic's teaching improvement process.

An Outline of the Clinic's Teaching Improvement Process

I. Initial Interview

__A. Telephone contact to arrange delivery of introductory materials and to schedule meeting time and place.

__B. Mail or deliver introductory materials, including:

__1. Cover letter with personal note
__2. "A Teaching Improvement Process" description
__3. "Course Information Form," to be completed before initial interview
__4. "Teaching Skills and Behaviors: Definitions and TABS Items"
__5. A copy of TABS
__6. A copy of the faculty self-assessment--with instructions to complete the self-assessment before initial interview

__C. Initial Interview

__1. Take along:
__a. "Teaching Improvement Specialist's Report on Initial Interview"
__b. "Clinic Progress Report" form
__c. Copy of "Summary of Client's Course Objectives and Assessment Procedures"
__d. Copies of any materials, such as skill explications, you may want to give client to read

__2. Beyond establishing rapport, answering questions, and clarifying expectations, it is essential that you:

__a. Collect completed "Course Information Form"
__b. Collect completed self-assessment on TABS
__c. Ask for information to complete Part I of the Clinic Progress Report
__d. Schedule a classroom observation
__e. Arrange for your introduction to class
__f. Schedule TABS and VTR
__g. Gather, or arrange to gather, information on course objectives and assessment procedures
__h. Negotiate degree of access to client's data by others
__i. Offer to prepare summary evaluation of teaching
__j. Explain, and schedule, data re-collection process

__D. Record keeping:

__1. Complete "Clinic Progress Report: Section I"
__2. If appropriate, complete "Summary of Client's Course Objectives and Assessment Procedures"
__3. Arrange for videotaping and TABS administration

II. Data Collection

__A. Classroom observation: at least one observation before scheduled videotaping.

__B. Faculty self-assessment on TABS: may be completed before, and collected during, initial interview. Must be completed prior to class at which TABS is administered to students.

__C. TABS administration to students: the standard directions should be used by person administering the instrument.

__D. Faculty member's prediction of student responses to TABS items: this should be completed at the same time as students are taking the TABS. Whoever administers the TABS must count the number of students present and record that number on the faculty member's response form.

__E. Videotape sample of teaching:

__1. Before videotaping, you should either:

__a. have the instructor complete the Pre-videotaping/ Observation Information form before the class being videotaped, or

__b. hold a brief pre-videotaping conference to gather and record information about class objectives and activities

__2. The videotaped sample of teaching may represent various aspects of the instructional components or one or two complete instructional sequences--i.e., from set induction or initiation through closure or until another topic or activity is taken up. Try to keep the videotape under 15 minutes in length--it will save you a lot of review time.

__F. Specific-TABS: before data review, you may want to use S-TABS as follows:

__1. You may wish to generate an S-TABS on those teaching skills and behaviors which students have indicated are a problem on the general TABS, where you or your client would like more specific diagnostic information, or

__2. With large classes, you may choose to administer the general TABS to half or more of the students, and S-TABS which focus on potentially problematic teaching skills and behaviors to the others.

III. Data Review

__A. TABS data reduction:

__1. Check digatek answer sheets for stray marks and errors--e.g., letters entered in wrong columns.

__2. Submit digatek answer sheets, self-assessment sheet, and faculty predictions of student responses to person responsible for processing data. (It may help to make and keep an extra copy of faculty self-assessment and predictions of student responses.)

__B. Pre-data review of data by client:

__1. Schedule time for client to look at videotape alone in viewing room before the data review session.

__2. Send or give client a copy of TABS data print-out to review before the data review session. Don't give your client the entire print-out--the histograms, the predictions, and a copy of the responses to the last 13 items should be sufficient.

__C. Data analysis: there is no standard procedure for preparing for the data review session, but you may want to read through the procedures outlined on p. of this booklet. You should:

__1. Review all of the data you have gathered, including:

__a. Notes from meetings and observations
__b. Course materials which you have collected
__c. The instructor's self-assessment on TABS
__d. The TABS print-out
__e. The "Summary of Client's Course Objectives and Assessment Procedures"
__f. The "Course Information Form"
__g. Videotapes

__2. Make some tentative decisions about teaching strengths and weaknesses, and summarize, in writing, the data that you have to support those decisions.

__3. Develop or select at least one or two teaching improvement strategies for those instructional skills most likely to be localized as problems.

__4. Prepare a tentative plan or agenda for the data review session.

__5. Review numbers analysis with at least one other teaching improvement specialist before the localization session.

__6. Schedule the data review session for a time when both you and your client will have adequate time. Don't forget to schedule review room and videotape equipment.

__D. Data Review Session: again, there is no standard procedure but you need to accomplish the following:

__1. Identify the significant teaching skills and behaviors that you and the client agree are his or her strongest.

__2. Identify instructional weaknesses of concern to you and your client.

__3. Reach explicit agreement as to which of the instructional problems identified in number 2, above, you will begin to work on.

__4. Agree on some teaching improvement strategies to be undertaken, and schedule the implementation of the first one(s).

__5. Give your client a copy of Instructor Evaluation: Questionnaire I, review and explain its contents, and ask that it be completed and returned within the week.

IV. Teaching Improvement Strategies

__A. In developing teaching improvement strategies, use the format suggested in the "Clinic Progress Report: Teaching Improvement Strategies." This includes:

__1. A description of the instructional problem.

__2. A statement of change objectives.

__3. A description of various specific improvement strategies and assessment procedures.

__B. For each client, you are strongly urged to:

__1. Develop and try at least one teaching improvement strategy.

__2. Use at least one unfamiliar (i.e., one you've never used before) teaching improvement strategy from each of the general categories described below.

__C. Some general categories of teaching improvement strategies are:

__1. Teaching tips--suggestions for changes which a faculty member can undertake without substantial training.

__2. Training--short and long range strategies to be used outside of class for helping instructors acquire new teaching competencies or for increasing their level of skill. This might include working directly with students to help them develop more productive classroom skills.

__3. Implementing--short and long range plans for trying out various teaching behaviors in the classroom.

__4. Monitoring--the various techniques for collecting information about responses to, and effects of, instructional procedures and materials.

V. Data Re-Collection and Final Interview

__A. Data re-collection might include one or all of the following:

__1. A classroom observation

__2. A videotaped sample of classroom instruction

__3. A Post-TABS which focuses on up to ten of the regular TABS items. The Post-TABS includes:

__a. Faculty self-assessment
__b. Student responses to Post-TABS

__B. You should also have at hand any other data or materials that you collected in the course of working with your client.

__C. The final interview should include an assessment of changes in teaching behaviors, and the impacts of these changes on your client as a result of working with the Clinic, and an updated identification of significant teaching strengths and weaknesses. To prepare for this, you should:

__1. Review and summarize the data described in A and B, above.

__2. Prepare a tentative agenda for the final interview.

__3. Review your tentative agenda and data with at least one other teaching improvement specialist.

__D. During the final interview, it is important to:

__1. Look at evidence of changes, positive and negative, in teaching behavior, and at the effects of those changes.

__2. Identify current teaching strengths and weaknesses.

__3. Agree on follow-up teaching improvement activities, including additional work with the Clinic, if desirable.

__4. Give your client the "Instructor Evaluation of Teaching Clinic: Questionnaire II," explain it, and ask that it be filled out and returned.

__5. Let client know date when you will have completed written evaluation of his or her teaching--if you have agreed to prepare one

VI. Wrap-Up

__A. Complete "Clinic Progress Report"

__B. Prepare written evaluation of client's teaching.

__1. Review draft and final copy with supervisor.

__2. Send copy to client (if requested) and insert copy into client's Clinic file.

__C. Complete client's file and place in central record file in supervisor's office. This file should include all process forms, copies of data, notes, etc. Where confidentiality is an issue, the file should be returned in its entirety to the faculty client.